



PROFICIENCY-BASED LEARNING
21st Century Learning for the 21st Century World



Student Bill of Rights & Responsibilities

As a student in Granite School District, I have the right to the full benefits of Proficiency-Based Learning. Based on the district's philosophy and practice, ***I have the Right to:***

- know the core standards¹ I am being taught and have them presented to me in student-friendly language.
- receive rubrics that help me understand how I am being assessed and how to earn a 4.
- access meaningful, ungraded learning activities that, with my full participation, can improve my proficiency on core standards.
- demonstrate what I know and can do in a variety of ways on specific core standards.
- receive timely feedback and to have Gradebook updated regularly by my teachers.
- reassess and/or take alternate assessments.
- expect academic scores to reflect my ability, not work habits or behavior (my academic scores are independent of my citizenship grade).
- know my teachers' deadlines for submissions and reassessments.
- achieve at high levels and clearly understand what is required to earn a 4 on any given assessment.

As a student in Granite School District, I have the responsibility to advocate for my own learning. Based on the district's philosophy and practice, ***I have the Responsibility to:***

- learn and respect the learning of others
- attend class on time and actively engage in my learning.
- participate fully in learning activities that prepare me for assessment and reassessment.
- show what I know and can do on every assessment.
- monitor my progress through Gradebook.
- communicate with my teachers if I want to reassess or show what I know in a different way.
- self-manage my work habits and behavior so they do not interfere with my learning.
- honor my teachers' deadlines for submissions and reassessments and to take advantage of reassessment opportunities.
- challenge myself to achieve at high levels.

¹Utah Core Curriculum Standards, specific to subject and grade level