

**Course Numbers**

* LA531A/532A (Dual-Credit)





*A 1.0 English credit. AP English Language and Composition, often shortened to AP Lang, enables a student to be an effective writer at the postsecondary level. Students read, analyze, and practice a variety of discursive prose. Through the organized study of language skills and the structures of sentences, paragraphs, and expository patterns, students analyze and implement the resources of the English language. Completion of the AP exam is an expectation for all AP courses. AP Lang is aligned to both the Iowa Core Standards and the DMACC Course Competencies for ENG105 and ENG 106.*

**Academy AP English Language and Composition**

2017-2018

Version: Alpha

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

**Standards-Referenced Grading Basics**

|  |  |
| --- | --- |
| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | **4.0** |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | **3.5** |
| Demonstrate all learning targets from Level 3 | **3.0** |
| Demonstrate some of the Level 3 learning targets | **2.5** |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | **2.0** |
| Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets | **1.5** |
| Demonstrate none of the learning targets from Level 2 or Level 3 | **1.0** |
| Produce no evidence appropriate to the learning targets at any level | **0** |

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Some scales in this guide include a column for Test Conversion. When using AP practice exams, these columns indicate to which SRG score those assessment results convert. When two columns appear, the first indicates first semester conversion, and the second refers to evidence collected in the second semester.

**Guiding Practices of Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

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**Process-Based SRG**

***Process-Based SRG*** *is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time.* This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses consider evidence using a “Sliding Window” approach. When determining the topic score for a grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.

**Course Map**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Topic** | **AP Exam Alignment** | **Core Standards** | **DMACC Competencies** |
| **Speaking and Listening** | Support | * Speaking and Listening 1-6
 | * N/A
 |
| **Writing Construction** | Support | * Writing 4-8, 10
* Language 1-3
 | * ENG105-1 ENG105-3 ENG105-5
* ENG106-5, ENG 106-6, ENG106-7
 |
| **Critical Reading** | Multiple Choice | * Reading Literature 1-10
* Reading Informational Text 1-10
* Language 4-6
 | * ENG105-2
* ENG106-1, ENG106-4
 |
| **Argument** | Essay | * Writing 1, 2, 9
 | * ENG105-4
* ENG106-1, ENG106-2
 |
| **Rhetorical Analysis** | Essay | * Writing 1, 9
 | * ENG106-2
 |

**Textbooks**

Textbooks vary by teacher and school for AP Lang.

*These varied materials were adopted in the 2014-2015*

 *school year.*

**Reporting Information**

**AP EXAM**

Spring Testing Date

*Pending*

**Major Goal**

Increase both student engagement with and performance on the AP Exam.

**Academic Vocabulary**

Enunciation, Pacing, Fluency, Tone, Diction

**Multiple Opportunities**

Have a suggestion for this box? Submit it to jeremiah.schwennen@dmschools.org

**Teacher Clarifications**

Remember to post this topic in both semesters.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

**Standard Language: CCSS ELA SL.11-12.1-6**

*Click link at right for additional details on these standards.*

(See last page of guide for DMACC Competency Explanations)

|  |
| --- |
| **Grading Topic:****Speaking and Listening** |
| **4** |  | ***In addition to meeting the Learning Goal, students demonstrate a command of speaking and flow that rises above formulaic presentation.*** |
| **3** |  | ***Students demonstrate they have the ability to:***1. **Discussions:** Explicitly draw on preparation for discussion by referring to evidence from the reading and research to probe or reflect on ideas under discussion
2. **Discussions:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
3. **Presentations:** Apply an effective organizational structure appropriate for the situation, audience, and task that guides the audience through the presentation or discussion
4. **Presentations:** Demonstrate consistent and effective pacing, volume, fluency, tone, and enunciation
5. **Presentations:** Demonstrate consistent and effective eye contact, gestures, stance, and movement
6. **Presentations:** Apply a variety of effective reinforcement techniques to defend, clarify, and enhance speech claims.
7. **Presentations:** Apply effective diction to engage the audience: words are chosen for clarity and power
 |
| **Learning Goal** |
| **2** |  | ***Students demonstrate they have the ability to:***1. Actively engage in speaking opportunities
2. Identify characteristics of an effective presentation
 |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* |

**Academic Vocabulary**

Relevant, Cohesion, Formal Style, Conventions

**Multiple Opportunities**

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**Teacher Clarifications**

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**Standard Language: CCSS ELA W.11-12.4-8, 10**

**Standard Language: CCSS ELA L.11-12.1-3**

*Click link at right for additional details on these standards.*

(See last page of guide for DMACC Competency Explanations)

|  |
| --- |
| **Grading Topic:****Writing Construction** |
| **4** |  | ***In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*** |
| **3** |  | ***Students demonstrate they have the ability to construct writing which examines and conveys complex ideas, concepts, and information clearly and accurately to an intended audience:***1. **Organization:** Develop topic with relevant, well-chosen, sufficient evidence to support analysis that breaks apart text and demonstrates the connections between the text and the supporting evidence
2. **Organization:** Organize ideas by using appropriate and varied transitions, creating cohesion, and clarifying the relationships among ideas and concepts
3. **Style:** Use precise and content specific language, varied sentence patterns, while maintaining a formal style and tone
4. **Conventions:** Demonstrate command of the conventions of standard English
5. **Writing Process:** Develop and strengthen writing as needed through the writing process
 |
| **Learning Goal** |
| **2** |  | ***Students demonstrate they have the ability to:***1. **Organization:** Plan ideas before writing
2. **Organization:** Identify transitions or a need for transitions in a text
3. **Writing Process:** Brainstorm writing ideas
4. **Writing Process:** Create rough drafts of introductions, body paragraphs, and conclusions
5. **Writing Process:** Take part in the writing process by having rough drafts ready, peer editing, rewriting
6. **Writing Process:** Collect evidence for support
 |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* |

**Multiple Opportunities**

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**Teacher Clarifications**

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**Standard Language: CCSS ELA RL.11-12.1-10**

**Standard Language: CCSS ELA RI.11-12.1-10**

**Standard Language: CCSS ELA L.11-12.4-6**

*Click link at right for additional details on these standards.*

(See last page of guide for DMACC Competency Explanations)

|  |  |  |
| --- | --- | --- |
| **Grading Topic:****Critical Reading** | **1** | **2** |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | 65-100% | 70-100% |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | 60-64% | 65-69% |
| **3** |  | ***Students demonstrate they have the ability to:***1. Analyze a text in regards to rhetorical language (syntax, diction, figurative language, tone)
2. Analyze a text in regards to author’s meaning and purpose
3. Analyze a text in regards to main idea, theme, and tone
4. Analyze a text in regards to organization, structure, and rhetorical modes
5. Analyze a text in regards to documentation and citation
 | 50-59% | 60-64% |
| **Learning Goal** |
| **2.5** |  | *Student’s performance reflects success on some but not all Level 3 learning targets* | 40-49% | 50-59% |
| **2** |  | ***Students demonstrate they have the ability to:***1. Define and identify instances of rhetorical language (syntax, diction, figurative language, tone)
2. Define and identify author’s meaning and purpose
3. Define and identify main idea, theme, and tone
4. Define and identify instances of organization, structure, and rhetorical modes
5. Define and identify instances of documentation and citation
 | 35-44% | 45-49% |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | 30-39% | 40-44% |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* | 10-29% | 20-39% |

**Academic Vocabulary**

*Pending*

**Multiple Opportunities**

Have a suggestion for this box? Submit it to jeremiah.schwennen@dmschools.org

**Teacher Clarifications**

Remember to post this topic in both semesters.

This topic governs both **Argument Writing** and **Synthesis Writing** question types from the AP Exam.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

**Standard Language: CCSS ELA W.11-12.1**

**Standard Language: CCSS ELA W.11-12.2**

**Standard Language: CCSS ELA W.11-12.9**

*Click link at right for additional details on these standards.*

(See last page of guide for DMACC Competency Explanations)

|  |  |  |
| --- | --- | --- |
| **Grading Topic:****Argument** | **1** | **2** |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | 8 or 9 | 8 or 9 |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | 6 or 7 | 7 |
| **3** |  | ***Students demonstrate they have the ability to:***1. Construct argumentative essays within a fixed time constraint that responds to a complex prompt
2. Construct argumentative writing over time and multiple drafts that attends to the requirements of a complex project or task
 | 5 | 6 |
| **Learning Goal** |
| **2.5** |  | *Student’s performance reflects success on some but not all Level 3 learning targets* | 4 | 5 |
| **2** |  | ***Students demonstrate they have the ability to:***1. Define and describe the critical components of argumentative writing
2. Produce brief argumentative responses that attend to specific elements of argumentation
 | 3 | 4 |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | 2 | 3 |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* | 1 | 1 or 2 |

**Academic Vocabulary**

*Pending*

**Multiple Opportunities**

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**Teacher Clarifications**

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Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

**Standard Language: CCSS ELA W.11-12.1**

**Standard Language: CCSS ELA W.11-12.9**

*Click link at right for additional details on these standards.*

(See last page of guide for DMACC Competency Explanations)

|  |  |  |
| --- | --- | --- |
| **Grading Topic:****Rhetorical Analysis** | **1** | **2** |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | 8 or 9 | 8 or 9 |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | 6 or 7 | 7 |
| **3** |  | ***Students demonstrate they have the ability to:***1. Construct rhetorical analysis essays within a fixed time constraint that responds to a complex prompt
2. Construct rhetorical analyses over time and multiple drafts that attend to the requirements of a complex project or task
 | 5 | 6 |
| **Learning Goal** |
| **2.5** |  | *Student’s performance reflects success on some but not all Level 3 learning targets* | 4 | 5 |
| **2** |  | ***Students demonstrate they have the ability to:***1. Define and describe the critical components of rhetorical analysis
2. Produce brief rhetorical analyses that attend to specific elements of rhetoric
 | 3 | 4 |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | 2 | 3 |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* | 1 | 1 or 2 |

**DMACC Concurrent Credit Information**

**Mission Statement**

In order to better support students in their preparation for post-secondary education, many AP programs offer their courses for dual-credit, meaning that the course confers both high school and college credit at the same time. These arrangements require courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.

 

**Alignment: ENG 105**

The following list indicates the Course Competencies required for DMACC’s ENG 105 “Composition I” course.

1. **Practice writing as a recursive process**
2. **Practice reading as an active part of the writing process**
3. **Adapt the rules of standard English grammar**
4. **Investigate research resources where/when available**
5. **Recognize standard documentation form**

**Alignment: ENG 106**

The following list indicates the Course Competencies required for DMACC’s ENG 106 “Composition II” course.

1. **Demonstrate critical reading and writing skills**
2. **Analyze rhetorical patterns and theoretical approaches in student and/or published texts**
3. **Apply concepts and/or techniques from primary and/or secondary sources in a new context**
4. **Identify language nuances**
5. **Apply the rules of standard English grammar**
6. **Evaluate individual writing process to allow flexibility in adapting writing task and situation**
7. **Demonstrate standard documentation form**