Course Numbers

- LA433

Communication for Leadership

2018-2019

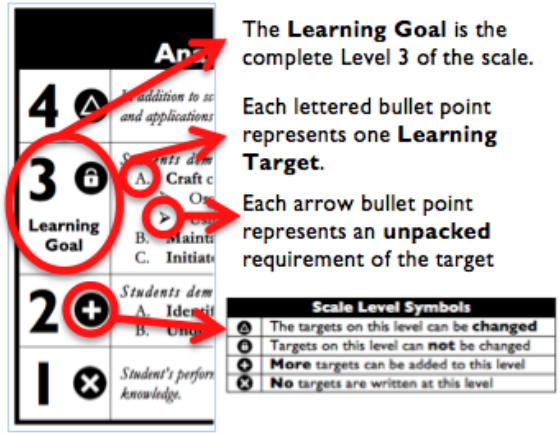
A 0.5 English credit. Communication for Leadership teaches students how to be supportive team members, independent thinkers, and leaders. Through the use of the skills learned in improvisation, students develop the ability to think quickly, make strong choices, adapt to unique situations, and take initiative. Applying the tenants of improvisation, this class teaches leadership, group-think, and acceptance. Those who have learned improvisation learn team-work, communication and problem-solving skills, and how to be creative. In addition to improvisation and leadership, students will also practice creative writing and self-reflection to become leaders with skills desired by today's colleges and businesses.

http://secondaryliteracy.dmschools.org/
http://grading.dmschools.org

Version: Beta+

Standards-Referenced Grading Basics

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.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

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.

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 at least half 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 at least half of the Level 2 learning targets and no 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**

Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

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.

Course Map

Grading Topic	Content Standards
Analyzing Informational Text	• Reading Informational Text 1 • Reading Informational Text 2 • Reading Informational Text 9
Constructing Writing	• Writing 4 • Writing 5 • Writing 6
Conducting Research	• Writing 7 • Writing 8
Collaborating in Discussions	• Speaking and Listening 1
Constructing Speeches	• Speaking and Listening 2 • Speaking and Listening 4 • Speaking and Listening 5
Delivering Presentations	

Testing Information
NONE

Textbooks

No adopted text at this time

Snapshot

Pending

Grading Topic:
Analyzing Informational Text

4	***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*** • Possible Target: Decision-Making
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain B. **Analyze** the development of two or more central ideas over the course of a text, including how they interact and build on one another C. **Provide** an objective summary of a text D. **Analyze** documents to examine the ways different texts approach and develop central ideas, purposes, and rhetorical features
2	***Students demonstrate they have the ability to:*** A. **Describe** what a text says explicitly and draw logical inferences B. **Determine** two or more central ideas of a text C. **Summarize** a text using a graphic organizer D. **Identify** rhetorical features, persuasive techniques, and purposes in a text
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RI.11-12.1
Standard Language: CCSS ELA RI.11-12.2
Standard Language: CCSS ELA RI.11-12.9

Click link at right for additional details on this standard.

Teacher Clarifications

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator

Academic Vocabulary

Central Idea, Rhetorical Features, Purpose

Multiple Opportunities

The learning drawn from readings in this topic will often be able to be expressed in **Collaborating in Discussions** and **Constructing Writing** tasks, while this topic also will support student understanding of texts used in **Conducting Research** or **Constructing Speeches**.

Grading Topic: Constructing Writing	
4	***In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Produce** clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience B. **Develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or logically sequencing claims and incorporating varied sources as appropriate **C. Use** technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
2	***Students demonstrate they have the ability to:*** A. **Describe** the task, purpose, and audience for a given writing task B. **Describe** how to modify samples of writing for a specific task, purpose, and audience C. **Plan** writing using a template or graphic organizer D. **Demonstrate** the features of various technologies for producing and publishing writing E. **Describe** the ethical use of various writing technologies F. **Write** and **edit** work so that it conforms to the guidelines of the MLA Handbook
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience

Standard Language: CCSS ELA L.11-12.3
Standard Language: CCSS ELA W.11-12.4
Standard Language: CCSS ELA W.11-12.5
Standard Language: CCSS ELA W.11-12.6

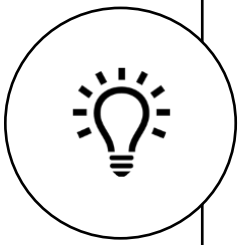
Click link at right for additional details on these standards.

Teacher Clarifications

Development: Is able to support thesis, theme(s), or claim(s) with connections to the real world, other texts, and allusions.

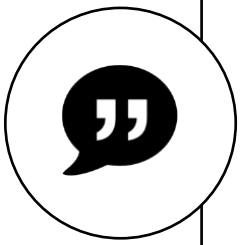
Organization: Is able to deftly arrange ideas and details throughout the piece to create a strong flow that does not depend on standard models or scaffolds.

Style: Is able to make effective word choices suited to the situation while also varying syntax for effect. Uses mentor texts to determine how to break traditional structure models.



Multiple Opportunities

Any time students are doing writing that is not a full-length Research Paper, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.



Grading Topic: Conducting Research

4	***In addition to meeting the Learning Goal, students demonstrate a command of thoroughness and organization that rises above formulaic writing.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Gather** relevant information from multiple authoritative print and digital sources, using advanced searches effectively B. **Assess** the strengths and limitations of each source in terms of the task, purpose, and audience C. **Narrow** or **broaden** the inquiry when appropriate D. **Synthesize** multiple sources on a subject in support of the creation of an original argument E. **Integrate** information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
2	***Students demonstrate they have the ability to:*** A. **Paraphrase** and **incorporate** information from three or more sources into written notes, a graphic organizer, or outline B. **Describe** features of credible sources C. Strategically **read** and **annotate** resources D. **Write** and **revise** a research question E. **Incorporate** appropriate citations into the text of a research project
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Annotate, Credible, Effective Source, Citation Format, Integrate, Research Question, Synthesize

Standard Language: CCSS ELA W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Standard Language: CCSS ELA W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

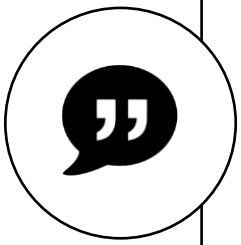
Teacher Clarifications

This topic covers both the researching process and the execution of a final, written research paper (ideally of 5 or more pages). In order to effectively communicate progress, collect evidence from students throughout the process, not just at the end.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator

Multiple Opportunities

Revision of the research paper can generate **Constructing Writing** evidence.



Grading Topic: Collaborating in Discussions	
4	***In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.***
3 **Learning Goal**	***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:*** ➢ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas ➢ Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives ➢ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task
2	***Students demonstrate they have the ability to:*** A. **Work** with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner C. **Prepare** for participation in a discussion
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

Standard Language: CCSS ELA SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Click link at right for additional details on this standard.

Teacher Clarifications

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator

Multiple Opportunities

The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic.

Grading Topic: Constructing Speeches	
4	***In addition to meeting the Learning Goal, students demonstrate a command of language and organization that rises above formulaic speech writing.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Construct** a speech that ➢ Presents information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning ➢ Addresses alternative or opposing perspectives ➢ Uses organization, development, substance, and style appropriate to purpose, audience, and task B. **Integrate** information from multiple sources of information presented in diverse media or formats C. **Evaluate** the credibility and accuracy of multiple sources of information presented in diverse formats and media and note any discrepancies among the data in order to make informed decisions and solve problems
2	***Students demonstrate they have the ability to:*** A. **Write** a speech that conforms to the task, purpose, and audience of a given situation B. **Prepare** an outline in preparation for writing a complete speech C. **Identify** the characteristics of credible and accurate sources of information
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Credibility, Accuracy

Standard Language: CCSS ELA SL.11-12.2
Standard Language: CCSS ELA SL.11-12.4
Standard Language: CCSS ELA SL.11-12.5

Click link at right for additional details on these standards.

Teacher Clarifications

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Multiple Opportunities

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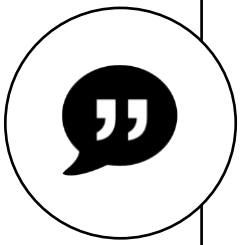

Grading Topic: Delivering Presentations	
4	***In addition to meeting the Learning Goal, students demonstrate a command of speaking and flow that rises above formulaic presentation.***
3 **Learning Goal**	***Students demonstrate they have the ability to:*** A. **Present** a speech that engages the audience through a variety of techniques (for example: rate, pitch, tone, enthusiasm) B. **Make strategic use** of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence C. **Use** appropriate eye contact, adequate volume, and clear pronunciation
2	***Students demonstrate they have the ability to:*** A. **Incorporate** a digital visual aid into a presentation B. **Present** a speech that conforms to the task, purpose, and audience of a given situation
1	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA SL.11-12.2
Standard Language: CCSS ELA SL.11-12.4
Standard Language: CCSS ELA SL.11-12.5

Click link at right for additional details on these standards.

Teacher Clarifications

Speeches/presentations can be presented to a variety of audiences (both small and large group) but students should present at least one speech in front of a large group.

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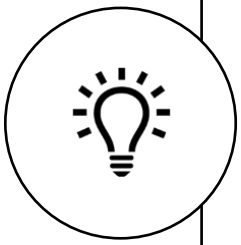
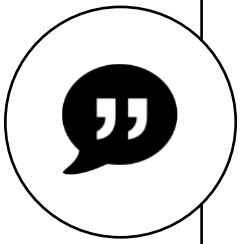


Academic Vocabulary

Concise, Substance, Style, Enhance, Articulate

Multiple Opportunities

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