**DesMoines**
**P U B L I C   S C H O O L S**

# Creative Writing
## 2018-2019

*A 0.5 English credit (each). The four courses in the Creative Writing family develop student skills in the crafting of poetry, personal narrative, fiction, and the ongoing process of writing and revising work. Students learn from exemplar and mentor texts while providing each other with critical feedback in these workshop-focused classes. College Creative Writing adds the additional complexity of skills and competencies from DMACC's ENG221 course.*

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

Version: Gamma+

# 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.

| 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 |



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

**Scale Level Symbols**
- The targets on this level can be **changed**
- Targets on this level can **not** be changed
- **More** targets can be added to this level
- **No** targets are written at this level

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, 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.

# 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.

**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 |
|---|---|
| **Creative Writing** | • Writing 3 |
| **Developing Writing** | • Writing 5<br>• Language 1<br>• Language 2<br>• Language 3 |
| **Collaborating in Discussions** | • Speaking and Listening 1 |
| **Analyzing Author's Craft** | • Reading Literature 1<br>• Reading Literature 3<br>• Reading Literature 5 |
| **Analyzing Complex Language** | • Reading Literature 4<br>• Reading Literature 6<br>• Language 5 |

**Testing Information**
**NONE**

**Textbooks**
*No adopted text at this time*

**DMACC**
*See last page of guide*

**Grading Topic:**
# Creative Writing

**4** △ | *In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing*

**3** 🔒

**Learning Goal** | *Students demonstrate they have the ability to write substantial pieces (such as poems or stories) to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of writing:*
- Engage the reader by setting out a problem, situation, or observation and its significance
- Orient the reader by establishing one or multiple points of view and introducing a narrator and/or characters
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- Use a variety of techniques to create a smooth sequence of events that build on one another to create a coherent whole and build toward a particular tone and outcome
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

**2** ➕ | *Students demonstrate they have the ability to:*
A. **Plan** and organize a creative piece
B. **Identify** targeted characteristics in a sample creative piece
C. **Write** a brief, single-episode creative piece

**1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

## Academic Vocabulary

Coherent, Organize, Reflection, Sensory Detail

**Standard Language: CCSS ELA W.11-12.3**

*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

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

## Grading Topic:
# Developing 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. **Develop** writing by planning or outlining and conducting necessary research for background information
B. **Strengthen** writing by revising for clarity, organization, tone, and to vary syntax for effect
C. **Strengthen** writing by editing for conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling

**2** ➕

*Students demonstrate they have the ability to:*
A. **Plan** writing using a template or graphic organizer
B. **Revise** and **edit** writing to incorporate general peer feedback
C. **Use** grammar and usage conventions in isolation
D. **Use** capitalization and punctuation conventions in isolation
E. **Describe** the impact of particular uses of syntax in a text

**1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

**Standard Language: CCSS ELA W.11-12.5**
**Standard Language: CCSS ELA L.11-12.1**
**Standard Language: CCSS ELA L.11-12.2**
**Standard Language: CCSS ELA L.11-12.3**

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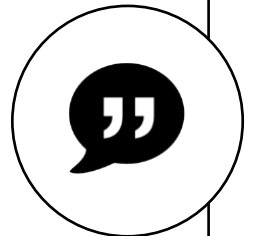
## Teacher Clarifications

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## Academic Vocabulary

Planning, Revising, Editing

## Multiple Opportunities

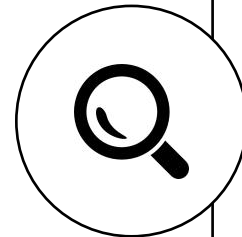Have a request for information? Submit it to the Secondary Literacy Curriculum Coordinator

## 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.
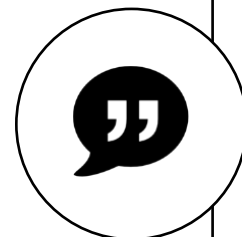
*Click link at right for additional details on this standard.*

## Teacher Clarifications

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## 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:
## Analyzing Author's Craft

**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. **Analyze** the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example, where a story is set, how the action is ordered, how the characters are introduced and developed)
B. **Analyze** how an author's choices concerning how to structure specific parts of a text (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
C. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain

**2** ➕
*Students demonstrate they have the ability to:*
A. **Describe** the elements and author's choices in a text
B. **Describe** the structure of a text
C. **Describe** the author's structural choices in a text
D. **Describe** what a text says explicitly and draw logical inferences

**1** ✖
*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

**Standard Language: CCSS ELA RL.11-12.1**
**Standard Language: CCSS ELA RL.11-12.3**
**Standard Language: CCSS ELA RL.11-12.5**

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

### Teacher Clarifications
Note that students can analyze one another's writing to demonstrate these skills.

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

## Academic Vocabulary
Structure, Story Elements

### Multiple Opportunities

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

| | Grading Topic:<br>**Analyzing Complex Language** |
|---|---|
| **4** ⃤ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*<br>• Possible Target: Investigation |
| **3** 🔒<br><br>**Learning Goal** | *Students demonstrate they have the ability to:*<br>A. **Analyze** the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful<br>B. **Analyze** the role of figures of speech (for example, hyperbole, paradox) in a text<br>C. **Analyze** nuances in the connotations/meanings of words with similar denotations/definitions in a text<br>D. **Analyze** the point of view in a text where distinguishing what is directly stated from what is really meant is required (satire, sarcasm, irony, or understatement) |
| **2** ➕ | *Students demonstrate they have the ability to:*<br>A. **Identify** specific words that impact meaning and tone in a text<br>B. **Interpret** figures of speech in context in a text<br>C. **Determine** meanings of words and phrases as they are used in a text, including figurative and connotative meanings<br>D. **Recognize** or **recall** examples of satire, sarcasm, irony, and understatement in a text |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* |

**Standard Language: CCSS ELA RL.11-12.4**
**Standard Language: CCSS ELA RL.11-12.6**
**Standard Language: CCSS ELA L.11-12.5**

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

## Teacher Clarifications

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## Academic Vocabulary

Satire, Sarcasm, Irony, Understatement

## Multiple Opportunities

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

# DMACC Concurrent Credit Information

**ENG221**

**Mission Statement**
In order to better support students in their preparation for post-secondary education, some schools offer their Creative Writing course for dual-credit, meaning that the course confers both high school and college credit at the same time. This arrangement requires 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

## Alignment: ENG 221

The following list indicates the Course Competencies required for DMACC's ENG 221 "Creative Writing" course.

1. **Develop critical reading and writing skills**
2. **Identify the elements of poetry**
3. **Apply the elements of poetry to the composition of poetry**
4. **Identify the elements of fiction**
5. **Apply the elements of fiction to the composition of fiction**
6. **Apply concepts and/or techniques from other student and/or professional writers to the composition of poetry**
7. **Compose new poetic text**
8. **Apply concepts and/or techniques from other students and/or professional writers to the composition of fiction**
9. **Compose new fiction text**
10. **Evaluate one's own individual writing process to allow flexibility in writing poetry and fiction**
11. **Demonstrate an understanding of a wide range of poetry and fiction**
12. **Develop an appreciation for the importance of creative writing in culture**

**DMACC**
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COMMUNITY COLLEGE

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ENG221