

**Course Numbers**

* Newspaper: LA321
* Yearbook: LA323

**Newspaper / Yearbook**

2019-2020

0.5 Elective credit. (repeatable)

These production courses are laboratory courses that allow students to apply the fundamental theories explored through journalism in a real-world setting.   
In **Newspaper**, students will write, edit, package, produce and distribute the school's newspaper. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, people-skill building, and business skills.

In **Yearbook**, students will write, edit, package, produce and distribute the school's yearbook. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, editing, teamwork and business skills.

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

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **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 foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” | |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

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

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**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.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Journalistic Writing** | * Journalism Education 11 * Writing 2 * Writing 4 * Language 1 |
| **Design** | * Journalism Education 1 * Speaking and Listening 5 |
| **Professional Responsibility** | * Journalism Education 3 * Journalism Education 5 |
| **Digital Media** | * Journalism Education 9 |

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| **Journalistic Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** the principles of fair, balanced, and accurate reporting 2. **Write** for a variety of purposes using journalistic writing styles (news, features, opinions) 3. **Write** using clear, precise language 4. **Write** extended captions to accompany all photos | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Examine a topic by selecting, organizing, and analyzing relevant content (prewriting, researching, analyzing various perspectives/angles on the topic, etc.) * Employ facts, definitions, details, quotations, and research and/or interviews * Establish and maintain a formal style * Correctly capitalize words in a sentence and punctuate the sentence correctly using commas, semicolons, and colons where needed * Uses AP style in writing |
| **Standard Language: Journalism 11**  The JEA suggests an emphasis on Writing Skills in its 11th curricular standard.  **Standard Language: CCSS ELA W.11-12.2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Standard Language: CCSS ELA W.11-12.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language: CCSS ELA L.11-12.1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Angles, Journalistic Writing, AP Style, Captions | **Additional Resources** |

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| **Design** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader 2. **Employ** various graphic elements (including those created in Photoshop) to enhance the readability and attractiveness of the layout 3. **Maximize** student coverage by carefully selecting sources and subjects | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Create a design (or utilize a template) that accurately fits the content * Place text in columns * Use pica separation * Use text in a visually pleasing way that represents the story * Select fonts that support (instead of distract from) the content of the page * Follows style guide established by editors * Utilizes captions and photo credits for each photo |
| **Standard Language: Journalism 1**  The JEA suggests an emphasis on Design Skills in its 1st curricular standard.  **Standard Language: CCSS ELA SL.11-12.5**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Layout, Elements, Design, Readability, Attractiveness,  Pica Separation, Font, Coverage, Style Guide, Credits | **Additional Resources** |

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| **Digital Media** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** the rules of composition when shooting or editing media 2. **Produce** mediathat uses focusing techniques to capture the subject in an environment that is complementary to the assigned content 3. **Selects** appropriate images that support page content 4. **Produces** basic information for use in caption | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Select appropriate media for content * Develop/utilize a plan for implementing media (storyboard, sketch, outline, layout) |
| **Standard Language: Journalism 9**  The JEA suggests an emphasis on Photojournalism Skills in its 9th curricular standard. | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  This topic could equally apply to photographs, video footage, and any other media or multimedia composition with a strong visual component. |
| **Academic Vocabulary**  Composition, Focus, Complementary | **Additional Resources** |

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| **Professional Responsibilities** | | | | | | |
| ***Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:*** | | | | | | |
| **4**   * Meeting **100%** of key assignment deadlines | **3.5**   * Meeting **95%** of key assignment deadlines | **3**   * Meeting **90%** of key assignment deadlines | **2.5**   * Meeting **80%** of key assignment deadlines | **2**   * Meeting **75%** of key assignment deadlines | **1.5**   * Meeting **70%** of key assignment deadlines | **1**   * Meeting **some** key assignment deadlines |
| **Standard Language: Journalism 3**  The JEA suggests an emphasis on Entrepreneurship Skills in its 3rd curricular standard.  **Standard Language: Journalism 5**  The JEA suggests an emphasis on Leadership and Team Building Skills in its 5th curricular standard. | | | | | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  The teacher must make it abundantly clear which assignments constitute key assignments for the purposes of this topic. |
| **Academic Vocabulary**  Key Assignment, Deadline | **Additional Resources** |