DesMoines PUBLIC SCHOOLS

Course Numbers

LA121/122 & LA1210/1220 & LA121C/122C

LA9575/9585

Power English

2016-2017

http://secondaryliteracy.dmschools.org

http://grading.dmschools.org

Version: Alpha

Grading Topics (Year-Long)	Standards Alignment	
Comprehension Growth	• Reading Literature 1 • Reading Literature 10	• Reading Informational Text 1 • Reading Informational Text 10
Writing Growth	• Writing 3 • Writing 4	• Writing 5
Vocabulary Growth	• Reading Literature 4 • Reading Informational Text 4	• Language 4 • Language 5 • Language 6
Analysis Growth	• Reading Literature 2 • Reading Literature 3 • Reading Literature 5	• Reading Informational Text 3 • Reading Informational Text 5

Considerations of the Grading Scale

Power English is a Pass/No Pass course, which means students will receive a final grade each semester of either "P" (passing the course and earning .5 elective credit) or "NP" (not passing the course and earning no credit). **A student earns a "P" if their cumulative average among the four grading topics is 1.5 or higher.**

Power English is **Progress-Based SRG Curriculum**. This model uses *growth scales* instead of *proficiency scales* to measure student achievement in the course. These growth scales were designed to focus on a student's efforts to improve their skills in an area of targeted remediation, rather than to measure their proficiency in topics in which they are, by definition, not proficient.

Access to Course

Power English is generally not selected during scheduling. Instead, students are assigned to a section of Power English as an intervention based on two or more criteria.

The current minimum entrance requirements for Power English are:

- SRI or MAP <1000L
- IA Assessment Reading <42nd Percentile

Exit Criteria

A student **may*** exit from Power English under the following conditions:

- If initial testing in the course reveals that the student was incorrectly placed in the course, the student should be rescheduled into a different class.
- If testing by the end of the first semester reveals a student score greater than 1000L on the SRI, MAP, or Achieve3000 LevelSet test, the student should be scheduled into a new course for the second semester.

***Note that a student is not REQUIRED to exit the course** if they meet any of these exit criteria. Once a student qualifies in, the student should have the *option* to remain.

Using the Scales

Each grading scale in a Progress-Based SRG course has several levels articulated. Because these scales measure growth, that means they are very handy for determining topic scores (For example: *I see you have been getting better at Comprehension over the past six weeks—you're at a 2!*) but less helpful when scoring a specific piece of evidence.

When recording a score for a specific piece of evidence, think about the scales like this…

0: Student's performance was notably below the expectation.
1: Student's performance was approaching the expectation.
2: Student's performance was at or above the expectation.

So if a student is taking an 8 question comprehension quiz and you wish to record that quiz as a piece of evidence under the Comprehension Growth topic, you would give a student with a 75% or greater score a 2 (that is at, or above, the expectation), while a student who only got a 25% would get a 0 (notably below the 75% expectation).

About Analysis Growth

The purpose of this topic is to give a student a place to demonstrate their skills in answering questions about text that extends beyond basic comprehension. If you ask the student to identify and briefly analyze the theme, characters, plot, etc. of a story that they have read, this is evidence that can feed into the Analysis Growth topic. Was their answer on point? *It gets a 2*. Close? *It gets a 1*. Not even close? *That would be a 0*.

The inclusion of the Analysis Growth topic in Power English is there to support students practicing the core skills that they are called upon to demonstrate in their English classes.

The 3

We included the Level 3 criteria on all of our growth scales as a way to account for a student that has clearly reached grade level. If you are teaching a Power Reading class and a student has achieved grade level expectations in comprehension consistently, you would give that student a 3 on the topic score for the report card to clearly communicate that they have mastered this topic. Students scoring 3s probably do not belong in a Progress-Based SRG course for very long (two full semesters of intervention for a student comprehending and using vocabulary on grade level would not be good, for example).

Year-Long Power English Grading Topics

CCSS: RL1, RI1, RL10, RI10	Grading Topic: Comprehension Growth [Post in Semester 1 AND Semester 2]	
3 **On Level**	*Students demonstrate they have the ability to:* A. Comprehend text at a level equal to or exceeding expectations for a student of their grade level	
2 **Accelerated**	*Students demonstrate they have the ability to:* A. Comprehend text at a level that shows notable or consistent growth from the student's previous skills	
1 **Adequate**	*Students demonstrate they have the ability to:* A. Comprehend text at a level that shows minimal or irregular growth from the student's previous skill	
0 **Insufficient**	*Students demonstrate they have the ability to:* A. Comprehend text at a level that shows no growth from the student's previous skill	No District Tiered Assessments.

Topic Guidance	
Questions for Students…	**Advice for Teachers…**
	Course Elements could include: • Achieve3000 Activities • Various comprehension approaches (teacher-led, productive group work, individual tasks)

Year-Long Power English Grading Topics, Continued

CCSS: W3, W4, W5	Grading Topic: Writing Growth [Post in Semester 1 AND Semester 2]	
3 **On Level**	*Students demonstrate they have the ability to:* A. Produce and edit both narrative and informational text at a level equal to or exceeding expectations for a ninth grade student	
2 **Accelerated**	*Students demonstrate they have the ability to:* A. Produce and edit both narrative and informational text at a level that shows notable or consistent growth from the student's previous skills	
1 **Adequate**	*Students demonstrate they have the ability to:* A. Produce and edit both narrative and informational text at a level that shows minimal or irregular growth from the student's previous skill	
0 **Insufficient**	*Students demonstrate they have the ability to:* A. Produce and edit both narrative and informational text at a level that shows no growth from the student's previous skill	No District Tiered Assessments.

Topic Guidance	
Questions for Students…	**Advice for Teachers…**
	Course Elements could include: • Achieve3000 Thought Question • Various writing approaches (teacher-led, productive group work, individual tasks)

Year-Long Power English Grading Topics, Continued

CCSS: RL4, RI4, L4, L5, L6	Grading Topic: Vocabulary Growth [Post in Semester 1 AND Semester 2]	
3 On Level	*Students demonstrate they have the ability to:* A. Acquire and use vocabulary at a level equal to or exceeding expectations for a student of their grade level	
2 Accelerated	*Students demonstrate they have the ability to:* A. Acquire and use vocabulary at a level that shows notable or consistent growth from the student's previous skills	
1 Adequate	*Students demonstrate they have the ability to:* A. Acquire and use vocabulary at a level that shows minimal or irregular growth from the student's previous skill	
0 Insufficient	*Students demonstrate they have the ability to:* A. Acquire and use vocabulary at a level that shows no growth from the student's previous skill	No District Tiered Assessments.

Topic Guidance	
Questions for Students…	**Advice for Teachers…**
	Course Elements could include: • Achieve3000 Article Vocabulary • Various vocabulary approaches (teacher-led, productive group work, individual tasks)

Year-Long Power English Grading Topics, Concluded

CCSS: RL2, RL3, RL5, RI2, RI5	Grading Topic: Analysis Growth [Post in Semester 1 AND Semester 2]	
3 On Level	*Students demonstrate they have the ability to:* A. Analyze text at a level equal to or exceeding expectations for a ninth grade student	
2 Accelerated	*Students demonstrate they have the ability to:* A. Analyze text at a level that shows notable or consistent growth from the student's previous skills	
1 Adequate	*Students demonstrate they have the ability to:* A. Analyze text at a level that shows minimal or irregular growth from the student's previous skill	
0 Insufficient	*Students demonstrate they have the ability to:* A. Analyze text at a level that shows no growth from the student's previous skill	No District Tiered Assessments.

Topic Guidance	
Questions for Students…	**Advice for Teachers…**
	Course Elements could include: • Literature and Non-Fiction text selections • Various analysis approaches (teacher-led, productive group work, individual tasks)