

**Course Numbers**

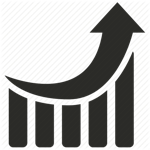
* LA121/122 (Power English)
* LA121C/122C (Flex Power English)
* LA237/238 (Power English II)
* LA237C/238C (Flex Power English II)

*1.0 elective credit. Power English supports students in developing essential reading, writing, vocabulary, and analysis skills. This course, when coupled with a comprehensive English course, helps students fill in gaps in skills to secure success in high school English coursework.*

*This course is graded Pass/No Pass.*

**Power English**

2017-2018



Version: Beta

<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.

**Score Definitions:**

**0:** Student is making no progress in this topic.

**1:** Student is making minimal progress in this topic.

**2:** Student is making adequate progress in this topic.

**3:** Student is making significant progress in this topic. Additionally, the student *may* be on track to exit from intervention by its end.

**Concurrent Scheduling**

Power English is designed to be taught simultaneously with English I, giving students who struggle with reading and English skills an extra layer of support as they transition to high school. Likewise, Power English II is intended to be taught in tandem with English II for students that still need additional support.

**Students qualify for Power English by scoring below a 1000 on the SRI or below a 222 on the MAP Reading Assessment. Students that pass these benchmark scores are eligible to leave the course at semester.**

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**Pass/No Pass**

Power English classes are built on a **Progress-Based** model of SRG. This means that the courses end not in a letter grade but in a designation of *PASS* or *NO PASS*. This determination is made by averaging the student’s Topic Scores in all reported topics. Students who have an average of 1.5 or higher receive a grade of *PASS*, and those whose Topic Scores average to a number lower than that earn a grade of *NO PASS*. Use the scales on the following pages to determine what Topic Score to give a student in each Topic. In general, we look to a combination of *most recent* *evidence* and *patterns of evidence* to determine what Topic Score a student should receive.

**Course Map**

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| --- | --- |
| **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 4 * Writing 5 * Writing 10 |
| **Vocabulary Growth** | * Reading Literature 4 * Reading Informational Text 4 * Language 4 * Language 6 |
| **Analysis Growth** | * Reading Literature 2 * Reading Literature 3 * Reading Literature 5 * Reading Informational Text 3 * Reading Informational Text 5 |

**Digital Tools**

[Achieve3000 Differentiated Literacy Tool](http://portal.achieve3000.com/)

[Revision Assistant Writing Feedback Tool](http://www.revisionassistant.com/)

*Have more tools that should be included in this box? E-mail* [jeremiah.schwennen@dmschools.org](mailto:jeremiah.schwennen@dmschools.org)

**Standard Language: CCSS ELA RL.9-10.1**

**Standard Language: CCSS ELA RL.9-10.10**

**Standard Language: CCSS ELA RI.9-10.1**

**Standard Language: CCSS ELA RI.9-10.10**

*Click the link at the right for more details on these standards.*

\*Note that purely comprehension-based instruction often falls outside the scope of the high school standards and would likely be better treated as a Reading Foundations skill (which leave the core standards at grade 5) when considering alignment of instruction to standards.

**Learning Targets**

**Primary Target:**

Use *reading strategies* to comprehend a text

*(Substitute the name of or a description of a particular strategy for the italicized words in this target)*

**Possible Supplemental Targets:**

Demonstrate inferencing strategies for comprehension

Cite textual evidence to support claims

Accurately respond to text-dependent questions

Identify author’s purpose in a text

**Digital Support Tools**

Achieve3000 can be a powerful tool for measuring student comprehension. For access to Achieve3000 for you or your students, contact [jeremiah.schwennen@dmschools.org](mailto:jeremiah.schwennen@dmschools.org)

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| **Grading Topic:**  **Comprehension Growth** | | |
| **3** |  | **Student is ON LEVEL or has made SIGNIFICANT PROGRESS**  ***Students demonstrate they have the ability to comprehend text at a level equal to or exceeding expectations for a student of their grade level*** |
| **2** |  | **Student is GROWING or has made ADEQUATE PROGRESS**  ***Students demonstrate they have the ability to*** ***comprehend text at a level that shows notable or consistent growth from the student’s previous skills*** |
| **1** |  | **Student is STRUGGLING or has made MINIMAL PROGRESS**  ***Students demonstrate they have the ability to*** ***comprehend text at a level that shows minimal or irregular growth from the student’s previous skill*** |
| **0** |  | **Student has made NO PROGRESS**  ***Students demonstrate they have the ability to comprehend text at a level that shows no growth from the student’s previous skill*** |

**Standard Language: CCSS ELA W.9-10.4**

**Standard Language: CCSS ELA W.9-10.5**

**Standard Language: CCSS ELA W.9-10.10**

*Click the link at the right for more details on these standards.*

\*Note that it would be perfectly appropriate to align Power English writing work to CCSS ELA W.9-10.3 and Power English II writing work to CCSS ELA W.9-10.2 to support the writing genres emphasized in the companion English courses.

**Learning Targets**

**Primary Target:**

Write *product* in response to a text

*(Substitute the name of or a description of a particular writing product for the italicized words in this target)*

**Possible Supplemental Targets:**

Produce a summary

Revise a summary

Produce a journal entry

Revise a journal entry

Produce a critique of a text

Revise a critique of a text

**Digital Support Tools**

Revision Assistant can be a powerful tool for measuring student writing growth. For access to Revision Assistant for you or your students, contact [jeremiah.schwennen@dmschools.org](mailto:jeremiah.schwennen@dmschools.org)

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| **Grading Topic:**  **Writing Growth** | | |
| **3** |  | **Student is ON LEVEL or has made SIGNIFICANT PROGRESS**  ***Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level equal to or exceeding expectations for a student of their grade level*** |
| **2** |  | **Student is GROWING or has made ADEQUATE PROGRESS**  ***Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows notable or consistent growth from the student’s previous skills*** |
| **1** |  | **Student is STRUGGLING or has made MINIMAL PROGRESS**  ***Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows minimal or irregular growth from the student’s previous skill*** |
| **0** |  | **Student has made NO PROGRESS**  ***Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows no growth from the student’s previous skill*** |

**Standard Language: CCSS ELA RL.9-10.4**

**Standard Language: CCSS ELA RI.9-10.4**

**Standard Language: CCSS ELA L.9-10.4**

**Standard Language: CCSS ELA L.9-10.6**

*Click the link at the right for more details on these standards.*

\*Strict word memorization often falls below the level of the high school vocabulary standards, which encourage students to be grappling with unfamiliar words in context as often as possible.

**Learning Targets**

**Primary Target:**

Use *vocabulary strategy* to increase word knowledge

*(Substitute the name of or a description of a particular vocabulary strategy for the italicized words in this target)*

**Possible Supplemental Targets:**

Recall definitions of academic vocabulary terms

Determine meaning of words from context

Describe the meaning of a word in multiple ways

Recall definitions of words from a text

Use knowledge of word roots and affixes to define unfamiliar words

**Digital Support Tools**

Achieve3000 can be a potential source of words and text for measuring student vocabulary growth. For access to Achieve3000 for you or your students, contact [jeremiah.schwennen@dmschools.org](mailto:jeremiah.schwennen@dmschools.org)

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| **Grading Topic:**  **Vocabulary Growth** | | |
| **3** |  | **Student is ON LEVEL or has made SIGNIFICANT PROGRESS**  ***Students demonstrate they have the ability to acquire and use vocabulary at a level equal to or exceeding expectations for a student of their grade level*** |
| **2** |  | **Student is GROWING or has made ADEQUATE PROGRESS**  ***Students demonstrate they have the ability to acquire and use vocabulary at a level that shows notable or consistent growth from the student’s previous skills*** |
| **1** |  | **Student is STRUGGLING or has made MINIMAL PROGRESS**  ***Students demonstrate they have the ability to acquire and use vocabulary at a level that shows minimal or irregular growth from the student’s previous skill*** |
| **0** |  | **Student has made NO PROGRESS**  ***Students demonstrate they have the ability to acquire and use vocabulary at a level that shows no growth from the student’s previous skill*** |

**Standard Language: CCSS ELA RL.9-10.2**

**Standard Language: CCSS ELA RL.9-10.3**

**Standard Language: CCSS ELA RL.9-10.5**

**Standard Language: CCSS ELA RI.9-10.3**

**Standard Language: CCSS ELA RI.9-10.5**

*Click the link at the right for more details on these standards.*

**Learning Targets**

**Primary Target:**

Analyze *focus area* in a text

*(Substitute a focus area—see below—for the italicized words in this target)*

**Possible Focus Areas:**

Development of a theme (fiction)

Development of a central idea (non-fiction)

Use of story elements (fiction)

Methods of making connections and distinctions (non-fiction)

Effectiveness of text structure (fiction or non-fiction)

**Digital Support Tools**

For non-fiction text worthy of analysis, consult Achieve3000 or NewsELA.com. For fiction, consider novel study or coordinate with English I and English II teachers to see what texts within the textbook are not planned for use in those classrooms.

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| **Grading Topic:**  **Analysis Growth** | | |
| **3** |  | **Student is ON LEVEL or has made SIGNIFICANT PROGRESS**  ***Students demonstrate they have the ability to analyze text at a level equal to or exceeding expectations for a ninth-grade student*** |
| **2** |  | **Student is GROWING or has made ADEQUATE PROGRESS**  ***Students demonstrate they have the ability to analyze text at a level that shows notable or consistent growth from the student’s previous skills*** |
| **1** |  | **Student is STRUGGLING or has made MINIMAL PROGRESS**  ***Students demonstrate they have the ability to analyze text at a level that shows minimal or irregular growth from the student’s previous skill*** |
| **0** |  | **Student has made NO PROGRESS**  ***Students demonstrate they have the ability to analyze text at a level that shows no growth from the student’s previous skill*** |