

**Course Numbers**

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

**Power English**

2019-2020

1. 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.**

<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 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/)

*Have more tools that should be included in this box? E-mail the Secondary Literacy Curriculum Coordinator or the Special Education Support Teacher.*

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| **Comprehension Growth** | | | |
| **3 (AT At Target)**  **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 (PT Progressing)**  **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 (NM Not Met)**  **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 (NM Not Met)**  **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 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**  **\*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.** | | | |

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| **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 the Secondary Literacy Curriculum Coordinator or Special Education Support Teacher |

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| **Writing Growth** | | | |
| **3 (AT At Target)**  **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 (PT Progressing)**  **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 (NM Not Met)**  **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 (NM Not Met)**  **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 W.9-10.4**  **Standard Language: CCSS ELA W.9-10.5**  **Standard Language: CCSS ELA W.9-10.10**  **\*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.** | | | |

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| **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**  **No Red Ink Writing Coach** can be a powerful tool for measuring student writing growth. For access to Revision Assistant for you or your students, contact the Secondary Literacy Curriculum Coordinator or your Special Education Support Teacher |

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| **Vocabulary Growth** | | | |
| **3 (AT At Target)**  **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 (PT Progressing)**  **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 (NM Not Met)**  **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 (NM Not Met)**  **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.9-10.4**  **Standard Language: CCSS ELA RI.9-10.4**  **Standard Language: CCSS ELA L.9-10.4**  **Standard Language: CCSS ELA L.9-10.6**  **\*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.** | | | |

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| **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**  **Achieve 3000** can be a powerful tool for measuring student vocabulary growth. For access to Revision Assistant for you or your students, contact the Secondary Literacy Curriculum Coordinator or your Special Education Support Teacher |

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| **Analysis Growth** | | | |
| **3 (AT At Target)**  **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 (PT Progressing)**  **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 (NM Not Met)**  **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 (NM Not Met)**  **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*** |
| **Standard Language: CCSS ELA RL.9-10.2**  **Standard Language: CCSS ELA RL.9-10.3**  **Standard Language: CCSS ELA RI.9-10.3**  **Standard Language: CCSS ELA RL.9-10.5**  **Standard Language: CCSS ELA RI.9-10.5** | | | |

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| **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. |