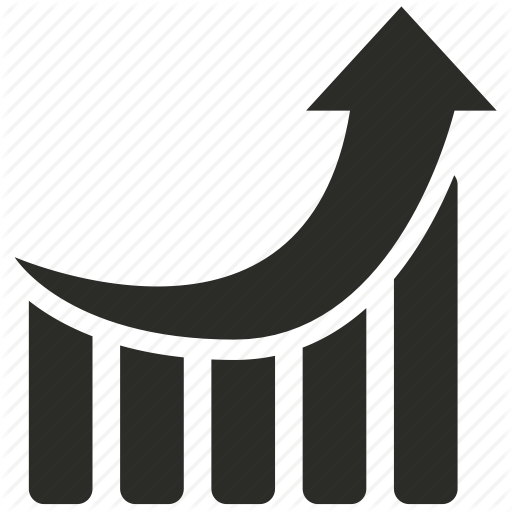


**Course Numbers**

RD007/008

|  |  |  |
| --- | --- | --- |
| Power Reading | 2016-2017 | |
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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 |
| Vocabulary Growth | * Reading Literature 4 * Reading Informational Text 4 | * Language 4 * Language 5 * Language 6 |

Considerations of the Grading Scale

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

Power Reading 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.

**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).*

**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 Reading Grading Topics

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

|  |  |
| --- | --- |
| 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 Reading Grading Topics, Continued

|  |  |  |  |
| --- | --- | --- | --- |
| CCSS:  W4, W5 | | Grading Topic: Writing Growth [Post in Semester 1 AND Semester 2] |  |
| 3 |  | ***Students demonstrate they have the ability to:***   1. Produce and edit both narrative and informational text at a level equal to or exceeding expectations for a student of their grade level | |
| On Level | |
| 2 |  | ***Students demonstrate they have the ability to:***   1. Produce and edit both narrative and informational text at a level that shows notable or consistent growth from the student’s previous skills | |
| Accelerated | |
| 1 |  | ***Students demonstrate they have the ability to:***   1. Produce and edit both narrative and informational text at a level that shows minimal or irregular growth from the student’s previous skill | |
| Adequate | |
| 0 |  | ***Students demonstrate they have the ability to:***   1. 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. |
| Insufficient | |

|  |  |
| --- | --- |
| 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 Reading Grading Topics, Concluded

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

|  |  |
| --- | --- |
| 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) |