



Course Numbers

- RD007/008 (Power Reading)
- RD201/202 (Power Literacy)
- RD091/092 (Focused Reading)
- LA1210/1220 (SPED Power English)

Reading Plus/Focused Reading

Middle School: An intensive intervention course for reading, focused on the core elements of comprehension, fluency, vocabulary, and writing.

Reading Plus: A specific rostered course for students with significant reading needs that are tailored to an individual education plan or MTSS identified need. This course is in addition to regular core ELA instruction and supports increasing language acquisition and literacy.

Focused Reading: This larger class-wide intervention is tailored to various reading levels. This course is in addition to regular core ELA instruction and supports deepening or extending content knowledge and grade level reading/writing skills.

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:

- 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.

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](#)) 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.

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”	

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.

Course Map

Grading Topics (Year-Long)	Standards Alignment
Comprehension Growth	<ul style="list-style-type: none"> • Reading Literature I • Reading Literature 10 • Reading Informational Text I • Reading Informational Text 10
Writing Growth	<ul style="list-style-type: none"> • Writing 4 • Writing 5 • Writing 10
Vocabulary Growth	<ul style="list-style-type: none"> • Reading Literature 4 • Reading Informational Text 4 • Language 4 • Language 6
Fluency Growth	<ul style="list-style-type: none"> • Foundational Skills

Language acquisition and literacy are braided concepts that must be woven to support true mastery of skills. Students must read, write, think, and talk about text in order to internalize and acquire new vocabulary stores. Even if a student does not have a specified goal in an area, it is vital to continuously approach instructional design through the four domains of literacy and provide feedback around a student's growth in each area.

Comprehension Growth

<p>3 (AT At Target)</p> <p>Student is ON LEVEL or has made SIGNIFICANT PROGRESS</p> <p><i>Students demonstrate they have the ability to comprehend text at a level equal to or exceeding expectations for a student of their grade level</i></p>	<p>2 (PT Progressing)</p> <p>Student is GROWING or has made ADEQUATE PROGRESS</p> <p><i>Students demonstrate they have the ability to comprehend text at a level that shows notable or consistent growth from the student's previous skills</i></p>	<p>1 (NM Not Met)</p> <p>Student is STRUGGLING or has made MINIMAL PROGRESS</p> <p><i>Students demonstrate they have the ability to comprehend text at a level that shows minimal or irregular growth from the student's previous skill</i></p>	<p>0 (NM Not Met)</p> <p>Student has made NO PROGRESS</p> <p><i>Students demonstrate they have the ability to comprehend text at a level that shows no growth from the student's previous skill</i></p>
<p>Standard Language: CCSS ELA RL. __. I Standard Language: CCSS ELA RL. __. I0 Standard Language: CCSS ELA RI. __. I Standard Language: CCSS ELA RI. __. I0</p> <p>*When labeling standards, substitute the grade level for the blank space in each code (thus 7th grade would be CCSS ELA RL.7.1)</p>			

<p style="text-align: center;">Learning Targets</p> <p style="text-align: center;"><u>Primary Target:</u></p> <p style="text-align: center;">Use <i>reading strategies</i> to comprehend a text (<i>Substitute the name of or a description of a particular strategy for the italicized words in this target</i>)</p> <p style="text-align: center;"><u>Possible Supplemental Targets:</u></p> <p style="text-align: center;">Demonstrate inferencing strategies for comprehension Cite textual evidence to support claims Accurately respond to text-dependent questions Identify author's purpose in a text</p>	<p style="text-align: center;">Digital Support Tools</p> <p>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</p>
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Writing Growth

<p>3 (AT At Target)</p> <p>Student is ON LEVEL or has made SIGNIFICANT PROGRESS</p> <p><i>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</i></p>	<p>2 (PT Progressing)</p> <p>Student is GROWING or has made ADEQUATE PROGRESS</p> <p><i>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</i></p>	<p>1 (NM Not Met)</p> <p>Student is STRUGGLING or has made MINIMAL PROGRESS</p> <p><i>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</i></p>	<p>0 (NM Not Met)</p> <p>Student has made NO PROGRESS</p> <p><i>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</i></p>
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Standard Language: CCSS ELA W.__.4
 Standard Language: CCSS ELA W.__.5
 Standard Language: CCSS ELA W.__.10

*When labeling standards, substitute the grade level for the blank space in each code (thus 7th grade would be CCSS ELA W.7.1)

<p style="text-align: center;">Learning Targets</p> <p style="text-align: center;"><u>Primary Target:</u></p> <p style="text-align: center;">Write <i>product</i> in response to a text <i>(Substitute the name of or a description of a particular writing product for the italicized words in this target)</i></p> <p style="text-align: center;"><u>Possible Supplemental Targets:</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Digital Support Tools</p> <p>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</p>
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Vocabulary Growth

3 (AT At Target)	2 (PT Progressing)	1 (NM Not Met)	0 (NM Not Met)
<p>Student is ON LEVEL or has made SIGNIFICANT PROGRESS</p> <p><i>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</i></p>	<p>Student is GROWING or has made ADEQUATE PROGRESS</p> <p><i>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</i></p>	<p>Student is STRUGGLING or has made MINIMAL PROGRESS</p> <p><i>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</i></p>	<p>Student has made NO PROGRESS</p> <p><i>Students demonstrate they have the ability to acquire and use vocabulary at a level that shows no growth from the student's previous skill</i></p>
<p style="text-align: center;">Standard Language: CCSS ELA RL. __.4 Standard Language: CCSS ELA RI. __.4 Standard Language: CCSS ELA L. __.4 Standard Language: CCSS ELA L. __.6</p> <p>*When labeling standards, substitute the grade level for the blank space in each code (thus 7th grade would be CCSS ELA L.7.1) except for high school. In high school, grades 9 and 10 use a 9-10 in the blank and grades 11 and 12 use an 11-12 in the blank.</p>			

<p style="text-align: center;">Learning Targets</p> <p style="text-align: center;"><u>Primary Target:</u></p> <p style="text-align: center;">Use <i>vocabulary strategy</i> to increase word knowledge <i>(Substitute the name of or a description of a particular vocabulary strategy for the italicized words in this target)</i></p> <p style="text-align: center;"><u>Possible Supplemental Targets:</u></p> <p style="text-align: center;">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</p>	<p style="text-align: center;">Digital Support Tools</p> <p>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</p>
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Fluency Growth

<p>3 (AT At Target)</p> <p>Student is ON LEVEL or has made SIGNIFICANT PROGRESS</p> <p><i>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level equal to or exceeding expectations for a student of their grade level</i></p>	<p>2 (PT Progressing)</p> <p>Student is GROWING or has made ADEQUATE PROGRESS</p> <p><i>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows notable or consistent growth from the student's previous skills</i></p>	<p>1 (NM Not Met)</p> <p>Student is STRUGGLING or has made MINIMAL PROGRESS</p> <p><i>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows minimal or irregular growth from the student's previous skill</i></p>	<p>0 (NM Not Met)</p> <p>Student has made NO PROGRESS</p> <p><i>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows no growth from the student's previous skill</i></p>
<p>Standard Language: CCSS ELA RF.5.3 Standard Language: CCSS ELA RF.5.4</p> <p>*Note that fluency, as part of the Reading Foundations strand of the Core Standards, does not exist above the 5th grade. This is why the standards listed here are coded as grade 5 standards.</p>			

<p>Learning Targets</p> <p><u>Primary Target:</u></p> <p>Read at a rate and with a style that demonstrates appropriate <i>fluency skill</i> (Substitute speed, phrasing, accuracy, or expression for the italicized words in this target)</p> <p><u>Possible Supplemental Targets:</u></p> <ul style="list-style-type: none"> Pause for punctuation Chunk multi-syllabic words for automaticity Reread for self-correction Use letter-sound relationships to determine new words Use appropriate expression 	<p>Digital Support Tools</p> <p>For those schools that have purchased access, Achieve3000's Boost product or the Lexia Middle School product can be potential sources of strategies and text for measuring student fluency growth. For more information, contact the Secondary Literacy Curriculum Coordinator or Special Education Support Teacher.</p>
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