



### Course Numbers

- LA409

# Writing 12

## 2018-2019

*A 0.5 English credit. Writing 12 stresses practice in writing through daily writing pieces as well as several compositions throughout the semester. Writing skills include supporting ideas with valid reasons and evidence, effectively organizing written pieces, connecting ideas from multiple sources, and writing about literature and informational texts.*

<http://secondaryliteracy.dmschools.org/>  
<http://grading.dmschools.org>



Version: Beta

# Standards-Referenced Grading Basics

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.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols	
⊕	The targets on this level can be <b>changed</b>
⊖	Targets on this level can <b>not</b> be changed
⊕	<b>More</b> targets can be added to this level
⊗	<b>No</b> targets are written at this level

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.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	<b>4.0</b>
Demonstrate all learning targets from Level 3 with partial success at Level 4	<b>3.5</b>
Demonstrate all learning targets from Level 3	<b>3.0</b>
Demonstrate at least half of the Level 3 learning targets	<b>2.5</b>
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	<b>2.0</b>
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	<b>1.5</b>
Demonstrate none of the learning targets from Level 2 or Level 3	<b>1.0</b>
Produce no evidence appropriate to the learning targets at any level	<b>0</b>

## Process-Based SRG

**Process-Based SRG** is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time. This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses consider evidence using a “Sliding Window” approach. When determining the topic score for a grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.



Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student’s total product or performance must show to score a 3 on that scale.

**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

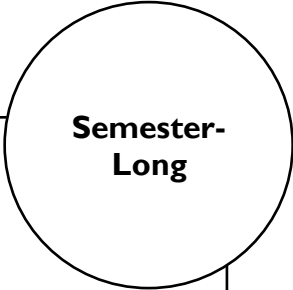
Grading Topic	Content Standards
<b>Collaborating in Discussions</b>	<ul style="list-style-type: none"> <li>• Speaking and Listening 1</li> </ul>
<b>Writing for Specific Purposes</b>	<ul style="list-style-type: none"> <li>• Writing 1-2</li> <li>• Writing 4</li> </ul>
<b>Integrating Diverse Media</b>	<ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 7</li> </ul>
<b>Analyzing Purpose</b>	<ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 6</li> </ul>
<b>Developing Writing</b>	<ul style="list-style-type: none"> <li>• Language 1-3</li> <li>• Writing 5</li> </ul>
<b>Analyzing Text Structure</b>	<ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 5</li> </ul>

Testing Information  
**NONE**

**Textbooks**  
*No adopted text at this time*

**Credit Policy**  
Students should take no more than 2 Writing courses for English credit as part of a well-balanced approach to the DMPS English graduation requirements.

## Extended Topics

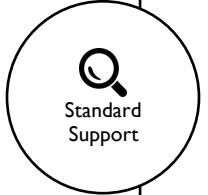






### Organizing Principles

The skills developed and demonstrated through this course persist throughout the course instead of being limited to a specific unit. These topics can be clustered and broken down into units by individual instructors, but the general course design is left open so that different approaches can easily be taken by teachers based on students, texts, and context.

## Text Selections

*Pending*



Grading Topic: <b>Collaborating in Discussions</b>	
<b>4</b> 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
<b>3</b>  Learning Goal	<p><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:</i></p> <ul style="list-style-type: none"> <li>➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas</li> <li>➤ Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives</li> <li>➤ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Work</b> with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed</p> <p>B. <b>Participate</b> actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</p> <p>C. <b>Prepare</b> for participation in a discussion</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

**Standard Language: CCSS ELA SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



*Click link at right for additional details on this standard.*





**Teacher Clarifications**

Have a request for clarification? Contact the Secondary Literacy Curriculum Coordinator.

**Multiple Opportunities**

The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the other standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated topic.



Grading Topic: <b>Writing for Specific Purposes</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing</i>
<b>3</b>  Learning Goal	<b>Students demonstrate they have the ability to write substantial coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience:</b> A. Write argumentative pieces that attend to the requirements of the argumentative genre of writing B. Write informative pieces that attend to the requirements of the informative/explanatory genre of writing
<b>2</b> 	<b>Students demonstrate they have the ability to:</b> A. <b>Plan</b> and organize a writing piece B. <b>Identify</b> targeted characteristics in a sample writing piece C. <b>Write</b> a brief piece on demand as appropriate to a specific task, purpose, or audience
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Coherent, Argumentative, Informative

**Standard Language: CCSS ELA W.11-12.1**  
**Standard Language: CCSS ELA W.11-12.2**  
**Standard Language: CCSS ELA W.11-12.4**



*Click link at right for additional details on these standards.*

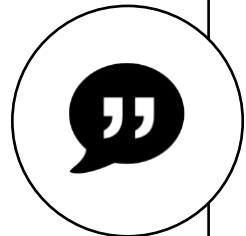
**Teacher Clarifications**

See the chart on the following page for the complete list of requirements of the genres of writing referred to in the Learning Goal.

Have a request for clarification? Contact the Secondary Literacy Curriculum Coordinator.

**Multiple Opportunities**

Have a request for information? Contact the Secondary Literacy Curriculum Coordinator.



## Requirements of Each Primary Writing Genre

### Argumentative





***Students demonstrate they have the ability to write substantial arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:***

- Introduce precise, knowledgeable claims
- Establish the significance of the claims
- Distinguish the claims from alternate or opposing claims
- Create an organization that logically sequences claims, counterclaims, and evidence
- Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both
- Address the audience's knowledge level, values, and possible biases in the development of the argument
- Use varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among claims, evidence, commentary, and counterclaims
- Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing
- Provide a conclusion that follows from and supports the argument

### Informative

***Students demonstrate they have the ability to write substantial informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:***

- Introduce a topic
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole
- Include formatting (example: headings), graphics (example: figures, tables) and multimedia when useful to aiding comprehension
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- Address the audience's knowledge of the topic in the development and organization of the text
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing
- Provide a conclusion that follows from and supports the information or explanation presented

Grading Topic: <b>Integrating Diverse Media</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Integrate</b> and <b>evaluate</b> multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem</p> <p>B. <b>Cite</b> textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain</p>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Describe</b> the differences between medias and formats when presenting information</p> <p>B. <b>Locate</b> information from multiple sources presented in different media or formats, including words</p> <p>C. <b>Describe</b> what a text says explicitly and draw logical inferences</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Media, Format

**Standard Language: CCSS ELA RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Standard Language: CCSS ELA RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

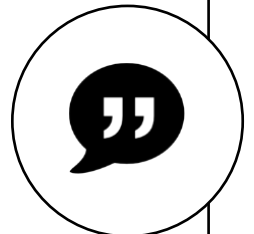


**Teacher Clarifications**





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**Multiple Opportunities**

Analysis papers regarding interpretive choices might be ideal evidence for the **Writing for Specific Purposes** topic, and this topic readily sparks **Collaborating in Discussions** events when asking students to choose the best of several versions/presentations of the same information.






Grading Topic: <b>Analyzing Purpose</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Analyze</b> how the style and content of a text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text</p> <p>B. <b>Cite</b> textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain</p>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Determine</b> an author’s point of view or purpose in a text</p> <p>B. <b>Describe</b> what a text says explicitly and draw logical inferences</p>
<b>1</b> 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Standard Language: CCSS ELA RI.11-12.1**  
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Standard Language: CCSS ELA RI.11-12.6**  
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.








**Teacher Clarifications**

Have a request for clarification? Contact the Secondary Literacy Curriculum Coordinator.

**Academic Vocabulary**  
Rhetoric, Purpose, Point of View

**Multiple Opportunities**  
As students dig into text, this scale should naturally recur throughout the semester, allowing students to practice these skills when **Collaborating in Discussions** and write analysis pieces that serve the **Writing for Specific Purposes** and **Developing Writing** topics.



Grading Topic: <b>Developing Writing</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
<b>3</b>  Learning Goal	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Develop</b> writing by planning or outlining and conducting necessary research for background information</p> <p>B. <b>Strengthen</b> writing by revising for clarity, organization, tone, and to vary syntax for effect</p> <p>C. <b>Strengthen</b> writing by editing for conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Plan</b> writing using a template or graphic organizer</p> <p>B. <b>Revise</b> and <b>edit</b> writing to incorporate general peer feedback</p> <p>C. <b>Use</b> grammar and usage conventions in isolation</p> <p>D. <b>Use</b> capitalization and punctuation conventions in isolation</p> <p>E. <b>Describe</b> the impact of particular uses of syntax in a text</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA W.11-12.5  
 Standard Language: CCSS ELA L.11-12.1  
 Standard Language: CCSS ELA L.11-12.2  
 Standard Language: CCSS ELA L.11-12.3



*Click link at right for additional details on these standards.*

### Teacher Clarifications

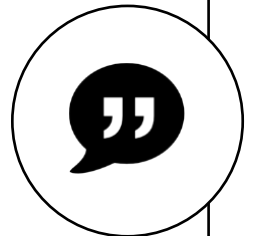
Have a request for clarification? Contact the Secondary Literacy Curriculum Coordinator.





### Academic Vocabulary

Planning, Revising, Editing

### Multiple Opportunities

Have a request for information? Contact the Secondary Literacy Curriculum Coordinator.



Grading Topic: <b>Analyzing Text Structure</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Analyze</b> and <b>evaluate</b> the effectiveness of the structure an author uses in his or her exposition or argument in a text, including whether the structure makes points clear, convincing, and engaging</p> <p>B. <b>Cite</b> textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain</p>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Describe</b> the structure of texts</p> <p>B. <b>Describe</b> the author’s structural choices in a text</p> <p>C. <b>Describe</b> what a text says explicitly and draw logical inferences</p>
<b>1</b> 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Argument, Structure

**Standard Language: CCSS ELA RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Standard Language: CCSS ELA RI.11-12.5**

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.



**Teacher Clarifications**

Have a request for clarification? Contact the Secondary Literacy Curriculum Coordinator.

**Multiple Opportunities**

Have a suggestion for multiple opportunities? Contact the Secondary Literacy Curriculum Coordinator.

