Writing My World
2018-2019

A 0.5 English credit. This course engages students in a wide range of creative and academic writing experiences to develop an appreciation for and facility with the many ways that writing conveys ideas and meaning in the modern world. Students develop skill with complex language and create numerous polished writing pieces while also facilitating rich discussions about their writing and the anchor texts that drive these writing projects.

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.

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 all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate at least half of the Level 2 learning targets and no 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 **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 **changed**
⊖	Targets on this level can **not** be changed
⊕	**More** targets can be added to this level
⊗	**No** 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.

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.

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.

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
Writing for Specific Purposes	• Writing 1 • Writing 2 • Writing 3 • Writing 4
Developing Writing	• Writing 5 • Writing 6
Collaborating in Discussions	• Speaking and Listening 1
Analyzing Complex Language	• Reading Literature 4 • Reading Informational Text 4 • Language 4 • Language 5

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.

Grading Topic:
Writing for Specific Purposes

4 ▲		*In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing*
3 🔒 **Learning Goal**		*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:* 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 C. Write creative pieces that attend to the requirements of the narrative/creative genre of writing
2 ➕		*Students demonstrate they have the ability to:* A. **Plan** and organize a writing piece B. **Identify** targeted characteristics in a sample writing piece C. **Write** a brief piece on demand as appropriate to a specific task, purpose, or audience
1 ✖		*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA W.11-12.1
Standard Language: CCSS ELA W.11-12.2
Standard Language: CCSS ELA W.11-12.3
Standard Language: CCSS ELA W.11-12.4
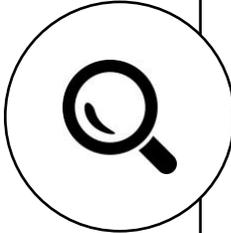
*Click link at right for additional details on these standards.*

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.

Academic Vocabulary

Coherent, Argumentative, Informative, Creative
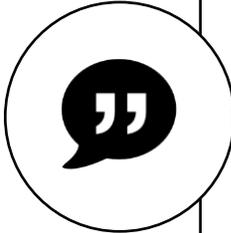
Requirements of Each Primary Writing Genre

Argumentative	Informative	Creative
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:	*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:*	*Students demonstrate they have the ability to write substantial pieces (such as poems or stories) to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of writing:*

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

Creative

Students demonstrate they have the ability to write substantial pieces (such as poems or stories) to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of writing:

- ➢ Engage the reader by setting out a problem, situation, or observation and its significance
- ➢ Orient the reader by establishing one or multiple points of view and introducing a narrator and/or characters
- ➢ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- ➢ Use a variety of techniques to create a smooth sequence of events that build on one another to create a coherent whole and build toward a particular tone and outcome
- ➢ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- ➢ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

	Grading Topic: **Developing Writing**
4 △	*In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Develop** and **strengthen** writing by planning, revising, and editing B. **Produce**, **publish**, and **update** individual or shared writing products
2 ➕	*Students demonstrate they have the ability to:* A. **Plan** writing using a template or graphic organizer B. **Demonstrate** the features of various technologies for producing and publishing writing
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA W.11-12.5
Standard Language: CCSS ELA W.11-12.6

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:
Collaborating in Discussions

4 △ | *In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.*

3 🔒

Learning Goal

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:

➤ 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

➤ 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

➤ 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

2 ✚

Students demonstrate they have the ability to:

A. **Work** with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed

B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner

C. **Prepare** for participation in a discussion

1 ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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 observations students need to make in the writing they read and produce.
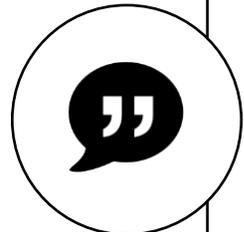
		Grading Topic:
		Analyzing Complex Language

4 ◬ — *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*
- Possible Target: Investigation

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Analyze** the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
B. **Analyze** how an author uses and refines the meaning of a key term or terms over the course of a text
C. **Analyze** the role of figures of speech (for example, hyperbole, paradox) in a text
D. **Analyze** nuances in the connotations/meanings of words with similar denotations/definitions in a text

2 ➕

Students demonstrate they have the ability to:
A. **Identify** specific words that impact meaning and tone in a text
B. **Interpret** figures of speech in context in a text
C. **Determine** meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (using such strategies as context clues, root and affix patterns, or consulting references)

1 ✖ — *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RL.11-12.4
Standard Language: CCSS ELA RI.11-12.4
Standard Language: CCSS ELA L.11-12.4
Standard Language: CCSS ELA L.11-12.5

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

Meaning, Tone, Impact, Figures of Speech, Nuances, Connotation, Denotation

Multiple Opportunities

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