**English 11 Second Trimester Learning Targets Matrix**

***Much Ado About Nothing* and Swift Units**

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |
| Common Core Standards: | | Fiction Reading: R1, R2, R3, R10 Informational Reading: R1, R2, R3, R10 | | |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can** insightfully  explain all examples  of author’s craft  accurately beyond  teacher’s expectations. | **I can** plainly explain  several examples of  author’s craft relatively accurately and consistently. | **I can** mention some  examples of author’s craft  somewhat accurately and somewhat consistently. | **I struggle to** identify  examples of author’s  craft. I analyze A. C. with  some inaccuracies & **need teacher assistance**. |
| Common Core Standards: | | Fiction Reading: R3, R5, R6 | | |
| Make **inferences** while reading fiction & nonfiction | **I can** insightfully  make inferences from text  evidence accurately  beyond expectations. | **I can** plainly make  inferences from text  evidence relatively  accurately &  consistently. | **I can**  make some  inferences from text  evidence somewhat  accurately and somewhat  consistently. | **I struggle to** make  inferences. I make  inferences with some  inaccuracies **& need teacher**  **assistance** to do so. |
| Common Core Standards: | | Informational Reading: R1, R6 Fiction: R1, R2, R3, R10 | | |
| Analyze the **theme** (author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. **I struggle to do this alone.** |
| Common Core Standards: | | Fiction Reading: R2, R6 | | |
| Build **vocabulary** by  determining meanings  of unknown words by  using context, word  parts & parts of speech. | **I can** accurately master  unfamiliar words  accurately & incorporate  these words into **my own**  **writing** seamlessly  beyond teacher’s  expectations. | **I can** accurately learn  unfamiliar words  consistently & incorporate these words into **my own**  **writing** plainly and  regularly. | **I can** partially learn  unfamiliar words somewhat  consistently & inconsistently.  I incorporate these words  into **my own writing**. | **I struggle to** personalize  unfamiliar words and/or  incorporate these words into  **my own writing**. **I need**  **teacher help to do this proficiently.** |
| Common Core Standards: | | Fiction Reading: R4 Informational Reading: R4 Language: L4, L6 | | |

**Student paraphrase of the Reading Learning Targets:**

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text evidence** | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| Determine the **author’s craft of narratives, informational and persuasive texts.** | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| Make **inferences** while reading fiction & nonfiction | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| Analyze the **theme** (author’s message, lesson, intent) in texts. | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| Build **vocabulary** by  determining meanings  of unknown words by  using context, word  parts & parts of speech. | In order to be proficient in this standard, I need to show how I can… | | | |
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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |
| Common Core Standards: | | Writing: W1a, W1b, W1e, W2a, W2b, W2c, W2f, W3e | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | **I can** structure ideas  to make my claim  obvious beyond teacher  expectations; my  transitions are  smooth, mature,  varied & artistic. | **I can** structure ideas  to **make my** claim  apparent consistently;  my transitions are  clear, obvious, &  usefulconsistently. | **My structure implies**  my claim; some of my transitions help  move between ideas.  My reader has to infer  my flow of ideas. | **My structure is confusing**  and/or misleading; my  transitions are lacking  or ineffective. **I require**  **teacher assistance to**  **organize my thoughts.** |
| Common Core Standards: | | Writing: W2a-e | | |
| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | **I can** use an abundance  of evidence that is  reliable, specific,  relevant, unbiased &  directly proves my claim  beyond teacher  expectations. | **I can** use a supply of  evidence that is  respectable, specific,  useful, unbiased and  supports my claim. I do  this consistently for  every argument/reason. | **Some evidence I used**  **is helpful,** relevant,  unbiased and works to  clarify my claim. I am  sometimes inconsistent  or inaccurate with my  claim evidence. | **I used little to no evidence;**  it is unreliable, vague,  irrelevant, biased, plagiarized  and/or doesn’t directly  clarify my claim. **I require**  **teacher help to show**  **evidence for arguments.** |
| Common Core Standards: | | Writing: W7, W8, W9 | | |
| **Mechanics =** Did I  produce writing that  follows conventions:  accurate **grammar**,  punctuation, & mechanics? | **I can** display an  advanced use of  grammar, punctuation &  mechanics. I use mature mechanics: colon,  semi-colon, dashes, etc. | **I can** display a sufficient,  consistent control over  grammar & punctuation.  My errors do not  significantly distract  from meaning. | **I can only** display an  inconsistent or partial  control over grammar & punctuation. My errors sometimes distract  from meaning. | **I have** multiple miscues in  grammar, punctuation &  mechanics; my errors  distract from meaning. **I**  **need teacher help to do this proficiently.** |
| Common Core Standards: | | Writing: W1d, W2e Language: L1a, L1b, L2, L3 | | |
| **Style =** Did I express my ideas artistically? Did I use clear, precise **diction** & mature, varied **syntax?** | **I can** useartistic &  accurate authorship:  specific, mature word  choice & syntax. | **I can** usesatisfactory &  consistent authorship by  using specific words &  syntax. | **I can only** use  inconsistent authorship:  vague words and basic, predictable syntax. | **I can only** usepoor  authorship: inaccurate,  immature, weakwords &  syntax. **I need teacher help.** |
| Common Core Standards: | | Writing: W1d, W2e Language: L1a, L1b, L2, L3 | | |

**Student paraphrase of the Writing Learning Targets:**

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| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | In order to be proficient in this standard, I need to show how I can… | | | |
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| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| **Mechanics =** Did I  produce writing that  follows conventions:  accurate **grammar**,  punctuation, & mechanics? | In order to be proficient in this standard, I need to show how I can… | | | |
|  | | | | |
| **Style =** Did I express my ideas artistically? Did I use clear, precise **diction** & mature, varied **syntax?** | In order to be proficient in this standard, I need to show how I can… | | | |
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During the first half of first trimester, you will be asked to show your proficiency in ten (10) standards, or skills or “learning targets”-as we will call them. We will practice these ten (10) learning targets multiple times through **formative assessments**. On each formative assessment, you will be given feedback, graded on this rubric, and your score will be recorded in Powerschool, though it will not count toward your final grade. At the end of this unit (around 1/20/16, Wednesday), you will be given a **summative assessment** that tests you on all of these learning targets. Your performance on the summative assessment will count in Powerschool. You will have a responsible time period after the summative assessment (around 1/20/16) is graded and returned to you to revise and replace your score on any or all learning target(s). **You will not be allowed to revise your summative score unless you completed each formative assessment. Any student who does not complete all portions of all summative assessments will earn an “I” (Incomplete) and not earn credit for the class.**

**Standards Based Learning**

Further explanation of each standard or “learning target” can be found by clicking standard’s name in Powerschool. Throughout the trimester, students will do activities that ask students to show proficiency in these learning targets, and students will be repeatedly assessed on these “I can…” statements or “learning targets.” Then, each time a learning target is assessed on formative assessments, the student will record his/her score and feedback. However, scores for formative assessments are not counted towards his/her final grade; they are used to improve learning. In this sense, all of the formative assessments are “target practice.” In theory, as the trimester progresses, each time a student shows proficiency on formative assessments, scores will go up as the student becomes more proficient in each learning target. The score in Powerschool for each learning target reflects the student’s most recent performance on that specific learning target. Summarily, during the first half of first trimester, students will be asked to show proficiency in ten (10) standards, or skills or “learning targets”-as we will call them. There will be many formative assessments where students get scores and feedback, but are not counted towards their final grade; the only scores that will count are on the summative assessment that will be at the end of the unit, around 1/20/16. A guideline for proficiency on any learning target is below. Earning a 4.0 is challenging and requires the student to demonstrate mastery of a learning target in a mature, advanced, creative way-without teacher prompting. To watch a 5:00 video about the teacher rationale behind SBL go to <http://youtu.be/--PR0uf6CL0>

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| 4.0 | 3.0 | 2.0 | 1.0 |
| **Mastery**  “I can teach this standard”  “I went above and beyond”  “I know this better than my teacher taught it”  “YES Plus” | **Proficient**  “I got it”  “I did everything I was asked”  “I know this just the way my teacher taught it”  “YES” | **Inconsistent**  “I kinda get it”  “I’m not there yet”  “I did some things right”  “I know the simple parts, but struggle with challenging parts”  “Yes, but” or “Kinda not really” | **Lacking**  “I am a bit lost”  “I really don’t get this yet”  “I could have done better”  “With teacher help, I can do some of this correctly”  “NO” |

The most common student question/concern/insight is, **“Wait, if I don’t do work, my grade won’t go down because the only grades that count are how we do on the summative assessment at the end of the unit?”** The short answer is, “Yes.” The long answer is that students have zero academic extrinsic motivation to “do work.” The motivation to complete class work has to be intrinsic. “Soft” academic skills such as task completion, collaboration, participation and behavior will be monitored, recorded, assessed and will contribute towards a student’s “Citizenship” mark. However, these will NOT be a factor in students’ academic letter grade. Therefore, academic proficiency in the learning targets (how well a student can read & write) will be the only factors that determine his/her final letter grade. A student’s citizenship mark is how well he/she turned in work, did so on time, participated in class, collaborated with peers and behaved as a citizen. This citizenship grade DOES affect eligibility. If a student earns two poor citizenship marks (two “N” or “U” marks) at progress report time or end of trimester time, they will be ineligible for extra-curricular activities: dances, sports, performing arts, etc.

The second most common student question/concern/insight is, **“Wait, what if I do very poorly on the summative? Will I have a chance to revise it?”** The short answer is, “Yes.” The long answer is that students will have an appropriate, responsible time window to revise the entire summative assessment or just parts of their summative assessment. However, the “ticket” to do the revision of the summative is 100% completion of ALL formatives. In other words, in order to have the chance to revise the summative, students need to have had completed all of the formatives that lead up to the summative. In other words, while there is not academic reward for “doing work,” doing the work will allow a student the opportunity to revise any or all parts of the summative assessment. Students that do not have 100% completion of the formatives before summative assessment day will not be allowed to revise. In this way, students need to see the long term impact of their actions each day to prepare for the future.

The goal is that each student’s grade is not a reflection of him/her “playing school” and just “trying his/her best,” but is an accurate picture of his/her skills in English language arts.

**Yes, this is different. Yes, this requires a change in the way students think about school. However, based on research, experience, and comments from former students, I am confident that Standards Based Learning is the most effective grading system for my students.**