Foundations of Education

**Standards and Assessment**

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**Standards 🡺 Assessment 🡺 Activities**

Five question google form to help me grow as a professional: <http://goo.gl/forms/7Ii2RcFYTR>

**English 11 Third Trimester Learning Targets Matrix**

***Lord of the Flies* Unit**

**Reading Learning Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and explain the **literal** main ideas and detail of a text  | **I can insightfully** **explain** the author’s “big picture” & details**accurately beyond** **teacher’s expectations.** | **I can plainly explain** the author’s “big picture” & details **relatively** **accurately and** **consistently.** | **I can just mention** the author’s “big picture” & details **somewhat accurately and** **somewhat consistently.** | **I struggle to identify** author’s “big picture” & details I have **some** **inaccuracies and/or need teacher assistance.** |
| Common Core Standards: | Fiction Reading: R1, R2, R3, R10 Informational Reading: R1, R2, R3, R10 |
| Analyze 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** ofauthor’s craft **relatively** **accurately and consistently.** | **I can mention some** **examples** of author’s craft **somewhat** **accurately and somewhat consistently.** | **I can partially identify** **a few examples** ofauthor’s craft with **some inaccuracies & teacher assistance.** |
| Common Core Standards: | Fiction Reading: R3, R5, R6 |
| 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. |
| Common Core Standards: | Fiction Reading: R2, R6 |
| Analyze meaning of **unknown words** using context clues, word parts & parts of speech. | **I can insightfully** describe **explain all examples** of unfamiliar words **accurately** **beyond teacher’s** **expectations.** | **I can plainly explain** **several examples** ofunfamiliar words **relatively** **accurately and consistently.** | **I can mention some** **examples** of unfamiliar words **somewhat** **accurately &****somewhat consistently.** | **I can partially identify** **a few examples** ofunfamiliar words with **some inaccuracies &** **teacher assistance.** |
| Common Core Standards: | Fiction Reading: R4 Informational Reading: R4 Language: L4, L6 |

**Producing Learning Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain.  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my**  **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose.  |
| Common Core Standards: | Writing: W1a, W1b, W1e, W2a, W2b, W2c, W2f, W3e |
| **Support =** Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** & directly provesmy thesis beyond teacher expectations.  | I can use a supply of evidence that is **respectable,** **specific, useful, unbiased** and proves the thesis. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant, unbiased** and works to prove the thesis. I am sometimes inconsistent or inaccurate with my argument support | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help. |
| Common Core Standards: | Writing: W1b, W2b, W7, W8, W9 |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to make my thesis **obviously** true beyond teacher expectations; my transitions are **smooth,** **mature, varied &artistic.** | I can structure ideas to **make my** thesis true consistently; my transitionsare **clear, obvious and** **useful** on a consistent basis | My structure **implies** that my thesis true; **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 |
| **Style =** Produce writing that expresses my ideas artistically: clear, precise **diction** & mature **syntax**  | **I can** use **artistic** & **accurate** authorship through **specific, mature** word choice and syntax. | **I can** use **satisfactory** & **consistent** authorship by using **specific** words & syntax. | **I can only** use **inconsistent** authorship by using **vague** words and **basic, predictable** syntax. | **I can only** use **poor** authorship by using **inaccurate, immature,** **weak** words & syntax. |
| Common Core Standards: | Writing: W1c, W2d Language: L6 |
| **Mechanics =** Produce writing that follows convention: accurate **grammar**, punctuation, & mechanics | **I can** display an a**dvanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |
| Common Core Standards: | Writing: W1d, W2e Language: L1a, L1b, L2, L3 |

**English 11C Summative Assessment**

For your summative assessment, you can choose if you would like to write solely about *Lord of the Flies* specifically or show your reading ability with *Lord of the Flies* and then write about your journey with Standards Based Grading this year. Regardless of your choice, you will be assessed on the same learning targets.

**Option #1: *Lord of the Flies* Summative Assessment**

Literary critics have often debated the importance of different texts; William Golding’s *The Lord of the Flies* and (pick a text of literary merit that we have read (*Beowulf*, *Canterbury Tales*, *Hamlet*, *Much Ado About Nothing*, “A Modest Proposal,” or *Frankenstein*) are two of these. Some say Golding’s novel is valuable because of its clear allegorical statement about humanity, elaborate exposition, and powerful use of obvious symbols. Others mention that (whatever text you picked) is valuable because (one strong reason) and (another strong reason). Which text is of greater universal importance and of greater literary value? Take a position and use specific reasons to support your response in a well-organized essay. Consult the rubric below to be clear about how you will be assessed, to record your previous feedback about each learning target (good thing we used Seesaw effectively), and to grade yourself after writing your response; attach the rubric as the last page of your essay.

**Option #2: *Lord of the Flies* Reading and SBG Writing Summative Assessment**

To show your proficiency on the two reading learning targets (Comprehension and Theme) complete the following information for *Lord of the Flies*. Then, to show your proficiency in the writing learning targets, produce a text that is either persuasive or informative or narrative that paints a picture of a Standards Based Grading classroom. When choosing which approach you prefer, keep the specific below in mind.

1. Informative: highlight advantages and disadvantages, don’t take a stand, explain how SBG works.
2. Persuasive: Answer the question: “Should teachers use SBG?” The first two documents at armadafoster.weebly.com 🡺 More 🡺 Standards Based Grading will be helpful
3. Narrative: narrate your journey in your English class and how SBG affected it

Regardless of the format that you choose, consult the rubric to be clear about how you will be assessed, to record your previous feedback about each learning target (good thing we used Seesaw effectively), and to grade yourself after writing your response; attach the rubric as the last page of your response.

**Use specific text references to explain the general plot of *Lord of the Flies*.**

1. Exposition: **thoroughly explain** how the characters and setting were introduced
2. Conflict: **thoroughly explain** how the conflict was introduced and what type of conflict it was (man vs. \_\_\_\_\_)
3. Rising Action: **thoroughly explain** what attempts were made at solving the conflict and building the tension of the text
4. Climax: **thoroughly explain** how the primary conflict was solved
5. Falling action: **thoroughly explain** the immediate effects of the climax
6. Resolution: **thoroughly explain** how all of the plot’s loose ends were tied up

Text title punctuated correctly: Author: Year published:

Write a **one sentence** moral, lesson, message (THEME) of the work. This **sentence** is universal, **a complete sentence** and is probably the author’s message. One common theme in literature is, “Don’t take things for granted.” If you sat the author down and asked him/her, “Why did you write this?”, he/she would say, “I wrote this to teach my readers the lesson that \_\_\_\_\_\_\_\_\_\_\_\_\_.” Then, **RATIONALIZE your response with specifics from the text that justify your response clearly.**

For whom is it intended? Who is the audience? What kind of person was the text written for? **RATIONALIZE your response with specifics from the text that justify your response clearly.**

**Reading Specific Learning Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| Previous feedback: |  |
| **Comprehend** and explain the **literal** main ideas and detail of a text  | **I can insightfully** **explain** the author’s “big picture” & details**accurately beyond** **teacher’s expectations.** | **I can plainly explain** the author’s “big picture” & details **relatively** **accurately and** **consistently.** | **I can just mention** the author’s “big picture” & details **somewhat accurately and** **somewhat consistently.** | **I struggle to identify** author’s “big picture” & detailsI have **some inaccuracies** **and/or need teacher assistance.** |
| Previous feedback: |  |
| 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. |

**Writing Specific Learning Targets**

|  |  |
| --- | --- |
| Previous feedback: |  |
| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain.  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my**  **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose.  |
| Previous feedback: |  |
| **Support =** Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** & directly provesmy thesis beyond teacher expectations.  | I can use a supply of evidence that is **respectable,** **specific, useful, unbiased** and proves the thesis. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant, unbiased** and works to prove the thesis. I am sometimes inconsistent or inaccurate with my argument support | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help to show evidence for arguments |
| Previous feedback: |  |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to make my thesis **obviously** true beyond teacher expectations; my transitions are **smooth,** **mature, varied &artistic.** | I can structure ideas to **make my** thesis true consistently; my transitionsare **clear, obvious and** **useful** on a consistent basis | My structure **implies** that my thesis true; **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. |
| Previous feedback: |  |
| **Style =** Produce writing that expresses my ideas artistically: clear, precise **diction** & mature **syntax**  | **I can** use **artistic** & **accurate** authorship through **specific, mature** word choice and syntax. | **I can** use **satisfactory** & **consistent** authorship by using **specific** words & syntax. | **I can only** use **inconsistent** authorship by using **vague** words and **basic, predictable** syntax. | **I can only** use **poor** authorship by using **inaccurate, immature,** **weak** words & syntax. |
| Previous feedback: |  |
| **Mechanics =** Produce writing that follows convention: accurate **grammar**, punctuation, & mechanics | **I can** display an a**dvanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |

***Lord of the Flies* Chapter Three Response**

Read the three questions below. You will be asked to write about ONE of them. First, determine the kind of inquiry and/or Learning Target addressed in the underlined, bold and italics questions.

1. Based on his characterization, what does the reader learn about Piggy’s character? How and why does Piggy differ from the rest of the boys physically and mentally? What is he literally like? **What does Piggy as a character symbolize? What figurative function does Piggy serve in the text?** *Why did William Golding include this character with these characteristics? What was his intent?*
2. Based on his characterization, what does the reader learn about Jack’s character? How and why does Jack differ from the rest of the boys physically and mentally? Describe Jack literally. How has his character changed so far in the text? **What does Jack as a character symbolize? What figurative function does Jack serve in the text?** *Why did William Golding include this character with these characteristics?*
3. The Beast plays a vital role in the text literally and figuratively. What does the reader definitely know about the Beast’s physical existence so far in the text? What is the Beast literally? How has the myth of this “character” been generated? **What does this “character” represent figuratively and how do you know?** *Why did Golding include this “character” with these characteristics? What was his intent?*

Your task is to write a response to **one** series of questions. The use of strong **transitions** will make it which particular questions you are answering. Thoroughly **answer all questions with text-specific details**. Be sure to use **a mature command of grammar mechanics**, third person, past tense and strong diction in your responses. Also, be sure to effectively use and **CIRCLE two vocabulary** words used correctly in your response. In addition, you must include **at least one citation** from the text cited correctly using **MLA documentation**. An example is provided for you. Before and after drafting your response, review the rubric below. Amend your response to adhere to the “4.0” columns on the rubric. Grade yourself by shading your score on the rubric.

**MLA example** = The myth of the Beast grew with every night the boys spent on the island. In fact, “each night the littleuns rumored about the Beastie” (Golding 29).

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| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| 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. |
| **Specifically for this task for “theme,” make it clear what you think Golding’s intent was when he made the decisions he did about Piggy, the shell or the Beast.** |
| **Support =** Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** & directly provesmy thesis beyond teacher expectations.  | I can use a supply of evidence that is **respectable,** **specific, useful, unbiased** and proves the thesis. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant, unbiased** and works to prove the thesis. I am sometimes inconsistent or inaccurate with my argument support | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help to show evidence for arguments |
| **Specifically for this task for “support,” use at least one helpful, meaningful, substantial MLA text reference and explain how it answers the question(s).** |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can understand & follow my thinking? | I can structure ideas to make my thesis **obviously** true beyond teacher expectations; my transitions are **smooth,** **mature, varied &artistic.** | I can structure ideas to **make my** thesis true consistently; my transitionsare **clear, obvious and** **useful** on a consistent basis | My structure **implies** that my thesis true; **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. |
| **Specifically for this task for “organization,” make strong choices about topic sentence wording and transition to make your answers clear, connected, and cohesive.** |
| Analyze meaning of **unknown words** using context clues, word parts & parts of speech. | **I can insightfully** describe **explain all examples** of unfamiliar words **accurately** **beyond teacher’s** **expectations.** | **I can plainly explain** **several examples** ofunfamiliar words **relatively** **accurately and consistently.** | **I can mention some** **examples** of unfamiliar words **somewhat** **accurately &****somewhat consistently.** | **I can partially identify** **a few examples** ofunfamiliar words with **some inaccuracies &** **teacher assistance.** |
| **Specifically for this task for “vocab,” use at least one two vocabulary words correctly. 4.0: more than two and/or prefix & suffix variations of the words.** |

**THIS IS AN ICU TASK**

Example question: The conch shell plays a vital role literally and figuratively in the text. What was the object’s primary literal purpose? What does the object stand for figuratively? Why did Golding include this object with these characteristics in the novel?

Example Response: The shell literally is a way for the boys to gather together. The shell figuratively is a **symbol** for communication. Golding included the shell to have the boys meet.

Foster feedback about this example: All of the information you wrote is accurate. However, it is unclear how well you understand what you wrote because you did not elaborate your responses. How did the shell bring the boys together? How does it represent communication? What else might it represent and how? What specifically happened in the text to make you believe this symbolism? You only used one vocab word correctly: symbol. The directions said to use at least two to show proficiency in “Vocab.” Also, rethink Golding’s intent. You said Golding included the shell for a literal reason-a reason that just moves the plot. Is it possible he included it for a big picture, figurative reason? Finally, I did not see an MLA quote from the text. You might have included something like, “The sound of the shell brought the boys together” (Golding 22).

**Intensive Care Unit List**

**Magical Excel Spreadsheet**

I give students intensive care

and “aggressive compassion”

when they have not completed a task to completion

Day it is due: meet at door to check (About 70% of students turn it in)

Night after task is due: Give feedback & numbers. If student is proficient in all learning targets on the first try, they are off the ICU list. If not, they are given specific direction on how to revise.

1 day late: door check and disappointment. Exit reminder. Remind 101 (85%)

2 days late: door check and more disappointment. Exit reminder. Remind 101 (90%)

3 days late: door check, wait in hall and work on it until it is done. (96%)

4 days late: door check, students pick which chunk of their time they want to donate (99%)

Other methods: call home, email home, paper letter home, send student to other teachers/principal to explain ICU list and that they are on it, they can’t go to “recess” until it is done, do it in gym, etc.

**@PowerofICU**

[**www.poweroficu.com**](http://www.poweroficu.com)

**Brickhouse: Defeat Student Apathy**

**Danny Hill & Jason Nave**

Five question google form to help me grow as a professional: <http://goo.gl/forms/7Ii2RcFYTR>