The Right Side of History

**One teacher’s ELA journey through the SBL process and into #ttog.**

Aric Foster

@aricfoster2

[afoster@armadaschools.org](mailto:afoster@armadaschools.org)

armadafoster.weebly.com

stemflower.weebly.com

[stemflowerlc@gmail.com](mailto:stemflowerlc@gmail.com)

@stemflowerlc

**Steps to creating a Standards Based Learning classroom**

1. Make standards: three highlighters and combine
2. Make standards matrix
3. Make summatives
4. Make formatives
5. Revise standards and assessments based on student performance data, standardized tests, and experience.

**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** of  author’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** of  author’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** of  unfamiliar words  **relatively** **accurately and consistently.** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately &**  **somewhat consistently.** | **I can partially identify**  **a few examples** of  unfamiliar 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 proves  my 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 |
| 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 transitions  are **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 | | |

***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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 proves  my 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 transitions  are **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** of  unfamiliar words  **relatively** **accurately and consistently.** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately &**  **somewhat consistently.** | **I can partially identify**  **a few examples** of  unfamiliar 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).

**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.

**Final grade clarification**

* If you chose to count the score that you earned for “Research” on your research paper, that is learning target #10. If not, your final grade will be calculated by averaging nine learning targets. Regardless, the due date to revise this “Research” score was progress report time.
* You earned final scores for the learning targets of “Author’s Craft” and “Vocabulary” by completing your *Lord of the Flies* literal/figurative chart.
* Your performance on this task will determine your proficiency on the remaining seven learning targets, which are specified on the rubric.
* You will have the opportunity to revise this summative assessment on our official exam day, if you are not on the ICU list at that time. All five ICU tasks (Bomb Shelter, Wheatley article, Chapter 3 response, Narrative revisions, and Stanford Prison) are all due at the beginning of the hour on your class’s exam day and are all at armadafoster.weebly.com 🡺 English 11C 🡺 Lord of the Flies 🡺 Assessments

**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” & details  I 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 proves  my 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 transitions  are **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** |

**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**

AP First Trimester Standards

8 Writing

1. **Did you answer the question? (English 11 = “Purpose”)**
2. **Are your ideas insightful and mature?**
3. **Is your writing organized?**
4. **Did you explain HOW the examples prove your thesis true?**
5. *Can you follow writing conventions?*
6. Can you use mature and varied syntax?
7. Can you write with a unique and personal voice?
8. Can you select mature and precise words?

4 Reading

1. Literal reading comprehension and citing evidence from the text
2. Figurative text analysis with literary devices
3. Big picture, text as a whole, author’s intent
4. Independently build vocabulary

AP Second Trimester Standards

3 Writing

1. **HOW: Did you answer the question?**
2. *Black & White: Did you follow the writing rules?*
3. Color: Is your writing engaging?

3 Reading

1. Literal: Can you comprehend texts?
2. Figurative: Can you analyze author’s craft?
3. Text as a Whole: Can you synthesize the author’s intent?
4. Deleted vocab formal assessment-done informally

**TTOG Feedback**

Your assessor (Mr. Foster or a peer) will fill this out as your “rubric” for tasks. When you complete the resubmission below, attach this sheet. Be sure to add amendments and/or disagreements to the assessor’s comments on this sheet when you resubmit.

Student:

Task:

|  |  |
| --- | --- |
| Assessor’s Shorthand Code | Feedback |
| Squiggly line under a word or phrase | Grammar error or confusing wording |
| Box around a word or phrase | Example of particularly strong or weak diction |
| Circle with two vertical lines at the bottom right of it | “Paragraph” |
| A? | Answer the question, “HOW”, Author 🡺 Text 🡺 Reader path |
|  |  |

|  |  |
| --- | --- |
| Assessor saw:  Learning Target it addresses: | Assessor didn’t see:  Learning Target it addresses: |
| Assessor saw:  Learning Target it addresses: | Assessor didn’t see:  Learning Target it addresses: |
| Assessor saw:  Learning Target it addresses: | Assessor didn’t see:  Learning Target it addresses: |
| Assessor saw:  Learning Target it addresses: | Assessor didn’t see:  Learning Target it addresses: |
| Assessor saw:  Learning Target it addresses: | Assessor didn’t see:  Learning Target it addresses: |

Extra practice to address areas of concern:

Resubmission:

**TTOG Progress Report due 4/24/15, Friday**

Student Name:

**Progress Report Grade (That I think I earned so far):**

|  |  |
| --- | --- |
| **Learning Target** | **Evidence** (circle one descriptor) |
| Literal  Learning Target | Approaching Meeting Exceeding |
| Figurative  Learning Target | Approaching Meeting Exceeding |
| Text as a Whole  Learning Target | Approaching Meeting Exceeding |
| Black and White  Learning Target | Approaching Meeting Exceeding |
| Color  Learning Target | Approaching Meeting Exceeding |
| HOW  Learning Target | Approaching Meeting Exceeding |

What I can do now that I couldn’t do before:

Goal I want to achieve by May 11th, 2015:

How I am going to achieve this goal:

**TTOG Final Grade Report due 5/11/15, Monday**

Student Name:

**Final Grade (That I think I earned):**

|  |  |
| --- | --- |
| **Learning Target** | **Evidence** (circle one descriptor) |
| Literal  Learning Target | Approaching Meeting Exceeding |
| Figurative  Learning Target | Approaching Meeting Exceeding |
| Text as a Whole  Learning Target | Approaching Meeting Exceeding |
| Black and White  Learning Target | Approaching Meeting Exceeding |
| Color  Learning Target | Approaching Meeting Exceeding |
| HOW  Learning Target | Approaching Meeting Exceeding |

What I can do now that I couldn’t do before:

How I am made this magic happen:

**Authentic Student comments about #TTOG from Spring 2015**

* 1. This helps me internalize my feedback more by having no numbers
  2. I never looked at words he wrote when there were numbers there
  3. I liked how Mr. Foster put what he saw and didn’t see in the essay
  4. I liked consulting other students to see how they did well and poorly to help me improve.
  5. Ever since you decided to embark on the TTOG quest, you have asked for our opinions on how this should operate. Many teachers have no regard for what their teachers think and just do whatever they please. I am beyond glad that you do not fit this conventional mold.
  6. You never discouraged me. I always felt comfortable in your class, and I believe it’s because of the learning environment you created.
  7. I really appreciate the TTOG, as it took a lot of pressure off. Keep doing it. I think that the formatives then the summatives structure works very well and helps wean us off numbers.
  8. TTOG was one of the best things I’ve ever had to do. It made me learn to appreciate actual learning rather than standardized education.
  9. TTOG was an amazing change for the classroom simply because it created a less stressful environment for myself and my classmates. This allowed me to focus on actually learning the content taught rather than performing for an arbitrary number that unfortunately, in today's day and age, determines my worth and intelligence.
  10. My only critique of TTOG is that not doing all the work makes it difficult to provide an ample amount of evidence to show proficiency.
  11. Please stick with SBG (and TTOG) and fuel the revolution. What you’re doing is opening the minds of so many students. You opened my mind.
  12. Continue Standards Based Grading (and TTOG). I believe that one day I will gather my grandchildren around me and tell them, for the fifth time that day, about how when I was a kid, only one of my teachers used standards based grading. They will all know you are the forward thinking teacher that grandma won’t shut the hell up about.

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|  | **Mark Barnes** [commented](http://www.brilliant-insane.com/2015/06/14-reasons-you-cant-throw-out-grades-and-one-reason-you-must.html#comment-3578) on [14 Reasons You Can't Throw Out Grades and One Reason You Must](http://www.brilliant-insane.com/2015/06/14-reasons-you-cant-throw-out-grades-and-one-reason-you-must.html).  You are very kind, Aric. Just remember, without people like you, there is no movement. Keep fighting the good fight, and please keep us looped in on your progress. Thanks for reading and contributing here at B or I. Please come back. |

**Critiques (only two)**

1. The concept of compiling feedback is unique and helpful most of the time. However, there needs to be a **different format**, one that is easy enough for kids to not think, "uh, I have to log all of this feedback," but effective enough for them to internalize it efficiently.
2. Specific things that I disliked about TTOG was the **vagueness of the process. There was little guidance** for something I was not familiar with. However, the pros of this new idea was the whole new level of information processing I acquired. Other classes, however, it may be a little more of a challenge. Especially for "non AP" students- specifically their mind set. **Not everyone can adapt to change so quickly** like my class had to and I cannot imagine how younger students would feel. It is foreign to them and still a little foreign to me and I just went through it. If learning and "personal growth" are the goals here what if a student cannot adjust to the idea?