Back to Basics

**Foundations of Effective Teaching**

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#sflearn

**Foundations**

Assessment

Rapport

Engagement

Technology

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** 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.

**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?

**Big Questions**

These questions (and several others) are on index cards. Kids are sent in the hall and given a card. They line up in the hall based on a specific spectrum: how spicy they like their salsa, how well they can read a map, how long they have lived in this town, etc. Then, the line is split in half and the halves are lined up facing each other so that students have a random partner facing them. Students then have two minutes to discuss the questions on both cards. After two minutes, student partners rotate-kind of like “speed dating.”

* 1. What do you like to do in your free time?
  2. What classes do you love and hate most in school? Why?
  3. Describe your favorite teacher. What types of things did you do in that class?
  4. How do you organize your room? Locker? Backpack?
  5. If school could be about any one thing, and it would be my job to design all the subjects around that one thing, what would you want it to be and why?
  6. Do you get good grades in school? Do you think you could do better? Explain.
  7. If you had a choice to come to school, would you come? Why or why not?
  8. What sports or activities have you participated in in the past? What do you plan to join in this school?
  9. What are your greatest talents? If I needed your help to do something, what would it be?
  10. Do you like group work or individual work?
  11. What languages does your family speak at home? What about at holiday gatherings?
  12. Where is one place on Earth you would like to travel?
  13. What would you do with a million dollars if you won the lottery?
  14. What is your dream job?
  15. What is your favorite meal of all-time?
  16. If you could be any Disney character, who would you be and why?
  17. Stranded on desert island, which items would you take: person, food, drink, book, movie, music, etc.

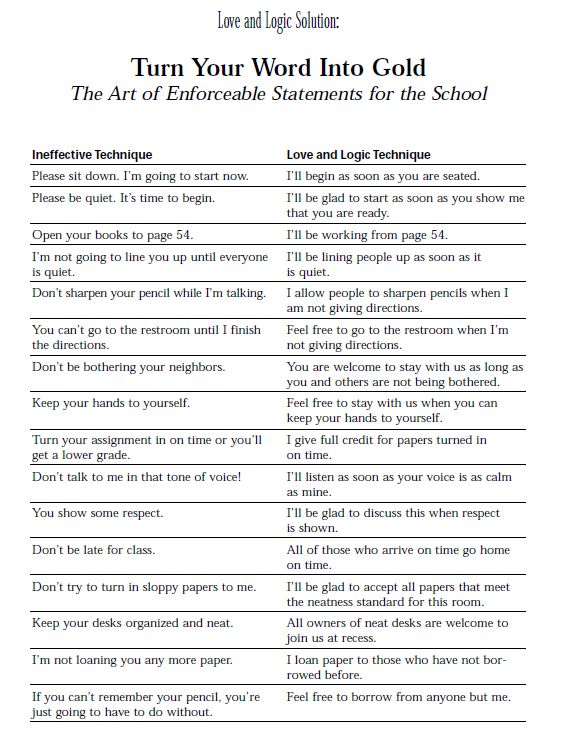
**Are you in?**

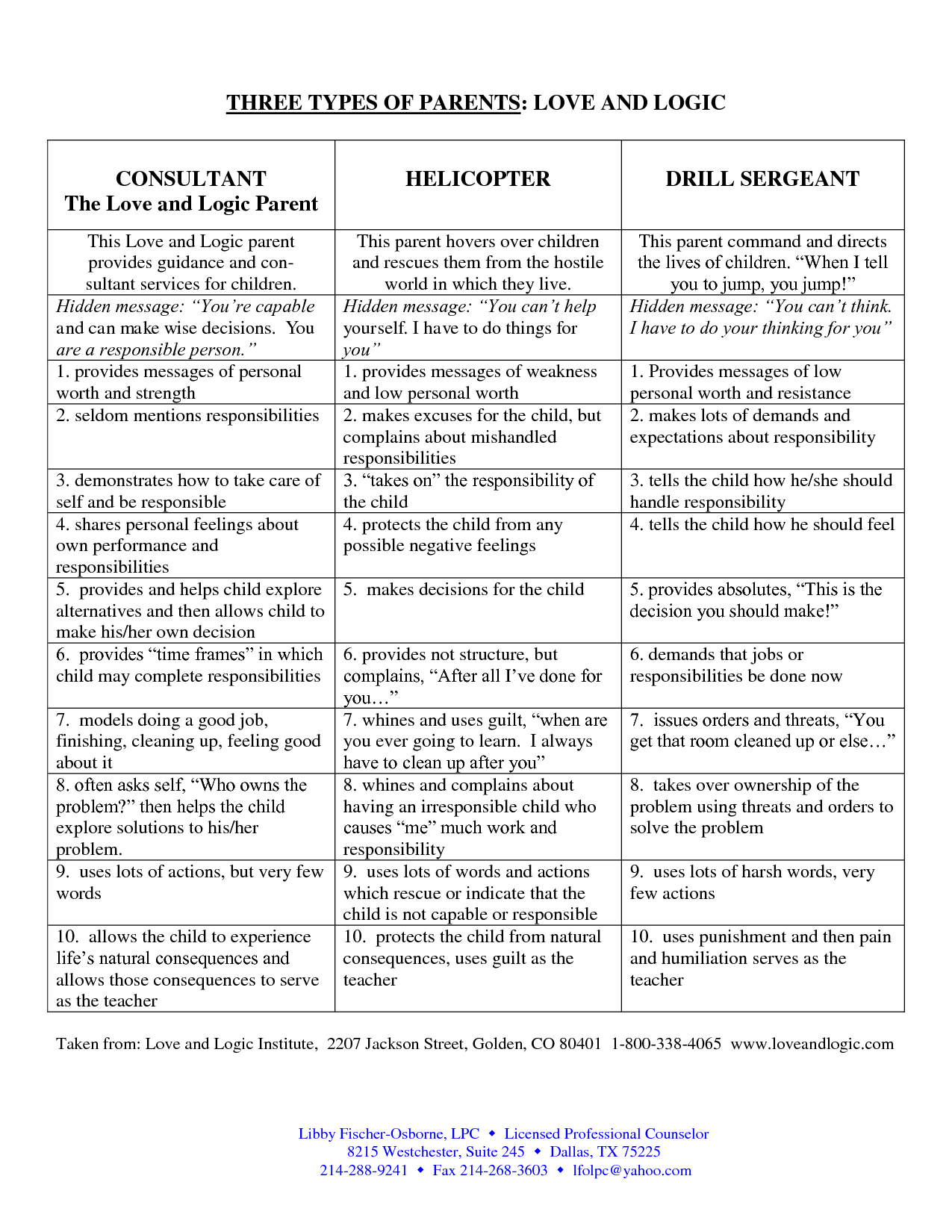
Students stand in a big circle. Teacher lists a characteristic then asks, “Are you in?” Students that have the characteristic say, “I’m in” and walk to the middle. A short discussion of the trait ensues. Then, students that have the trait go back to the big circle. Repeat. This sets up the classroom management strategy of, “I’m in” where if a student is not paying attention or being a problem, the teacher can simply just ask them, “Are you in, Student X?” and they should respond appropriately.

1. More than four people live in your house
2. More than three animals live in your house
3. TV in your bedroom
4. Played soccer and/or baseball as a kid
5. Love being barefoot
6. Sunburn easily
7. Christmas is NOT my favorite holiday
8. Both parents are married to each other
9. Know what I want to do when I grow up as a job
10. Truly enjoy English class
11. Want this activity to be over

**Take it back**

This one might be best to do at the end of the year. Students have to think of the most serious problem that they have in their life and write it anonymously on a piece of paper. Have students stand in a circle. Crumple their problem and if they don’t mind it being read aloud anonymously, they throw it in the middle. Teacher or other students pull out problems and share. After all are shared, students share if they want to take their problem back, keeping in mind that they have to take their own or everyone else’s.





**Vocabulary Activities**

*For all games, facilitate students saying the names of each word aloud.*

1. **El Serpiente** = Draw a large snake on the board. Down the snake, write a series vocabulary words and definitions over the top of it. Write the words from the most challenging to the easiest. Split the kids into two teams. Start at the top to have each kid on each team says the opposite (word or definition) of each term and go down the snake from kid to kid. If someone says an incorrect answer, the other team starts going down the list from the very top. The team that gets them all right in a row wins. Also, kids cannot use their vocab list to help; they just have to pay attention. I usually do this activity last-the day before the vocabulary quiz.
2. **Flyswatter game/“Slapjack”** = Put a combination and mixture of words and definitions on the board in different, random colors. Then, two kids come to the front of the room with a flyswatter. Teacher stands in the back and says the opposite (word or definition) of the terms on the board. The kids slap the word on the board to correspond with what the teacher called out. It is possible to do this with or without teams. Each pairing of opponents plays for the best two out of three. Super flyswatter: Kids start in their seats with the flyswatter, teacher says a new word, and kids run to the front of the room to slap it. (This is dangerous, and should only be done with preemptive instructions to be safe.) Megasuperawesome Flyswatter: This game involves ONLY volunteers and a word of caution needs to be given to kids first. In the gym, kids are given a post-it note on their back of a vocab word. They do not know what the vocab word is. The kids all spread out far apart from each other. Teacher yells a definition and the first kid to “tag” the correct kid (with the matching vocab word on their back) wins.
3. **Shared conversation** = A pair of students tries to talk back and forth, each saying only a few sentence at a time, and use one vocab word as they speak. In other words, the students dialogue about a given topic and each time they talk, they use a vocabulary word of their choosing. Another version of this is to have students sit in pairs and have a conversation about a topic of their choosing. In each period that one person talks, they need to use the first vocab word on their list. Then, when the second person replies to what the first person said, they need to somehow use the second word on the vocab list. Repeat for the whole list. Then, switch partners and repeat. Hopefully, you get a new partner that used the other half of words, so after you switch partners, you say a new word in the conversation.
4. **“Know/Don’t Know Yet?”** = Students highlight the three words that they know the least and the three words that they know the best. The walk around the room and tell six different students what they know and what they don’t know yet. When they reveal a word that they don’t know, their partner has to define it for them. For additional fun, the teacher can create a list of partner pairing categories that each student has to adhere to when sharing this information. Common categories include partners who share the same traits: career interest, number of pets, favorite season, favorite color, number of siblings, height, bf/gf status, color of clothing, parents married/divorced, number of grandparents alive, favorite sport, same type of phone, etc. For example, a student would have to go tell someone who has the same number of siblings as him/her that they don’t know the word “foliage” and then the partner would define it for him/her.
5. **Polleverywhere.com** = Go topolleverywhere.com, make a new poll with the question, “What is the word and part of speech?” or something similar. Teacher reads a definition and tells the students to type their name and answer to the question to the phone number provided on the screen, but DO NOT HIT SEND. Once everyone is ready, the teacher tells students to hit send, and students with texting capabilities will send their answer. These answers appear on the screen immediately. Students who do not have texting capabilities should work collaboratively with a student who does.
6. **Individual Texting Vocab:** Students choose the five most challenging words from the vocabulary list. They are to send five different text messages, each one with a new word, to the people listed below. Each text message will follow the following basic format: “Hi, I am practicing my vocabulary words in English class right now, and I wanted to let you know that (vocab word) means (definition) and it is a (part of speech).” Possible recipients of the messages include parent, friend in class, friend not in class, random relative, teacher/coach, etc. Students are to share responses that they receive from these messages.
7. **Spectrum Comprehension** = Students go into the hall and teacher says a vocabulary word aloud, Then, students make a line that demonstrates a spectrum of their/the class comprehension of the words. A student who is clueless about the word is on one end of the line and a master of the word is on the other end. Students need to discuss all aspects of mastering the word in order to determine where they belong in the spectrum: definition, part of speech, spelling, examples, prefix/suffix, etc. After the spectrum is constructed, teacher can have random students share about the word to the class or pair up specific students from different levels of the spectrum to share answers with each other.
8. **Walk to Remember** = Students gather at one end of the hall or gym. Then, teacher says a vocabulary word aloud. Students walk until they remember the word. Students need to be confident in all aspects of the word before they stop walking: definition, part of speech, spelling, examples, prefix/suffix, etc. Ideally, students will stop at various walking distance. After all students have stopped walking (or at least the majority), the teacher can have random students share about the word to the class or pair up specific students from different levels of the walking spectrum to share answers with each other.
9. **“Did You Know?”** = After seeing modeling of this activity from the teacher, individual kids rotate around the room and ask the person next to them, “Hey, John, did you know that (word) means (definition) and is a (part of speech)?” John replies with witty comment. Process continues from student to student. This can be done with a partner as well. A fun spin on this is to list accents on the board and have students ask, “Did you know?” in a new accent each time: Spanish, Southern, talk like the teacher, etc
10. **Inflection** = Similar to “Did you know?”, a pair of students tell each other what the vocab words mean and their part of speech. With each recitation, each student must use a different inflection, accent or “funny voice.” Examples might include asking as a question, speaking sarcastically, in an ominous Halloween voice, with a Spanish accent, with no feeling, acting surprised, by questioning, as a mean jock, as an air headed girl, in a foreign language, by repeating each word twice, by saying the phrase backwards, without looking at the partner, without saying words aloud, etc.
11. **Group Texting Vocab** = In groups of 3-5, students sit with their closest friends. A leader of each group is nominated and all members of the group need to have that leader’s phone number programmed into their phones. Teacher asks questions about the vocabulary words (or content concepts) and all students text the right answers to the leader. Once the leaders of groups have the complete right answer, they bring their phone to show the teacher all of their group’s right answers to win the competition. Activity examples include: simply texting definitions of words, text all nouns/verbs, text a pair of words that are most opposite or similar, text all abstract/concrete words, etc. Ideally, the leaders will text their responses to the class Twitter account, and results will be displayed on the projector screen in class.
12. **Dice game** = The teacher writes the codes for numbers rolled on the dice on the board. When the teacher (or student) rolls a number, students have to do that kind of practice with a designated word. One example of numbers rolled and practice:
    1. 2 or 3 = Act the word out b. 4 or 5 = Draw the word
13. 6 or 8 = Provide an example (or a “kinda, not really” example) of the word
14. 7 = Write the word in a sentence e. 9 or 10 = Write an antonym of the word
15. 11 or 12 = Write all prefix/suffix variations of the word and identify each part of speech
16. Other options: two synonyms, other vocab word it most relates to, ask a question, etc.
17. **Statue of Vocabulary** = In groups, one student is the artist and the other student(s) is/are the “clay.” Teacher shouts out a word and the artist arranges the clay into bodily position(s) that demonstrate the word. Students need to be reminded about “appropriate touches” and should work with friends. ☺
18. **20 questions** = With a partner, play 20 questions to guess a word. One partner picks the word and the other student gets to ask 20 yes/no questions to try and guess the word.
19. **Syntax practice** = Students have specific fill in the blank sentences that a partner asks them to find the vocabulary word in question. One partner creates the “examples” and the other guess the word.
    1. (Vocab word) is an example of \_\_\_\_\_ because \_\_\_\_\_\_\_.
    2. (Three items) are examples of (Vocab word), but (three items) are not.
    3. (Vocab word) and (Vocab word) are similar because \_\_\_\_.
    4. (Vocab word) and (Vocab word) are different because \_\_\_\_.
    5. I would rather (Vocab word) than (Vocab word) because \_\_\_\_\_.
20. **Easter Egg Hunt** = Before class starts, the teacher places words/definitions of vocabulary words on post-its, or actually in plastic Easter eggs, around the room. Pairs of kids are given a word/definition to find. Whichever member of the pair finds the word first wins.
21. **Thinking of** = Similar to “Shared Conversation,” the goal is to take a part of what the last person said and include that in the new thing that you say. The more abstract and random and unrelated to the previous “thinking of” you can make your “thinking of,” the better. Include a new vocabulary word in each new “thinking of” phrase. An example using *Beowulf* vocabulary words is below:

Student A: My favorite narrative is Beo*wulf*

Student B: You’re thinking of how *wolves* are valiant **creatures**

Student A: You’re thinking of how pagans worship **creatures**

Student B: You’re thinking of how *battle* ships go on monomyths

Student A: You’re thinking of all of the people that got maimed at the *battle* of Gettys**burgh**

Student B: You’re thinking of how sumptuous *cheese***burgers** are

Student A: You’re thinking of that one time when you smote me with Colby jack *cheese*

Student B: You’re thinking of how Jack was justified in climbing the hill with a pail of water.

**Games with vocab cards** = Each student makes a small card of each vocabulary word (usually from construction paper, or index cards work also) on one side and the definition on the other side. Variations include pictures, synonyms, antonyms, etc. on either sides of the card. Do NOT have students write the part of speech on the cards.

1. **Sorting**: Each student puts the cards, all facing the same side up, on their desk. They then have to sort /categorize the cards according to various topics:
   1. Group common parts of speech
   2. Pick the two words that are closest to being antonyms, then justify why the pairs are opposite
   3. Pick the two words that are closes to being synonyms, then justify why the pairs are similar
   4. Distinguish between abstract and concrete terms
   5. Rank them in order of teacher (or student) knowledge of each term
   6. Alphabetize them
   7. Arrange them in order from the longest word length to shortest
   8. Rank them according to best to worst example of strong diction
   9. Group them into words that have prefixes, suffixes, both or neither.
   10. Group them into tri-bonds where three words have one common link
   11. Students generate their own category or ranking system, arrange their own cards, show a partner, then the partner has to figure out the category or ranking system.
2. **Tomalo**: Spanish for “take it.” This is where all the vocab cards are flipped with a random assortment of definitions and words on a table in front of the room. Divide the class into two teams. One kid from each team comes up and the teacher says word or definition that is facing down. The quickest kid to grab the correct corresponding card wins.
3. **Memory game**: Students pair up and play memory with the cards-flipping new pairs and trying to find matches on each turn. Obviously, half will be words and half will be definitions.
4. **Go Fish**: Students pair up and play Go Fish with them. Obviously, half will be words and half will be definitions.

**Games using white boards:**

*To obtain white boards, some teachers go to the “Dollar Store” and purchase them. However, these boards usually last one month in class because, well, they are from the “Dollar Store.” I went to Home Depot and purchased one 8 foot by 4 foot sheet of thick, double sided white board material for about $30.00 in 2005. Then, I brought the sheet to my school’s Building Trades class, which cut the sheet into 32 one-foot square tablets. Other teachers have done this and told the staff at the store that they are teachers and the Home Depot staff cut the white boards for them.*

* + Do the “sorting” activities listed above under the “flash cards” heading.
  + **Four Square**: Students draw lines to break the board into four quadrants. Students then have to use four different vocabulary words to fill each of the four quadrants in a particular way listed below (without revealing the word). After all students finish, all students walk around the room with a marker and fill in at least four words on other students’ boards.
    - Synonym for the word
    - Antonym of the word
    - Picture of the word
    - Madlib sentence with the word missing, but part of speech identified.
    - “Kinda not really” example: students write a word that is similar to the word, but not a precise synonym. Example: passion’s “kinda not really” synonym might be “anger” because usually people who are angry have passion, but not necessarily and those words aren’t precisely the same.
    - Tri-bond who’s link is a vocabulary word. For example, the vocab word of “crucible” would be the answer to the tri-bond of a picture of a bowl from chemistry class and the word “exam” and an “X”
  + **Change it:** Students are given a vocab word aloud by the teacher. Then, they have to change the part of speech (or adds a prefix/suffix) of the word and use it in a sentence effectively, then show the teacher. Example: ludicrous = “The kids danced ludicrously around the room.”
  + **Memory**. Two contestants wait in the hall and study their vocabulary words while partners form in the room. One partner has the word, and the other has the definition. Partners sit in new desks to scatter. The contestants then come in and call on random kids to find out pairs of words-definitions. When a kid is called, they stand and loudly recite what they have. When a contestant gets a pair right, the word-definition kids erase their boards and stack them next to the contestant. The contestant with the highest stack of white boards at the end of the game wins.

**Review Games** = These can be modified for content and purpose.

1. **$25, 000 Pyramid** = Before this activity, teacher creates a category related to the content. This has to be a sub-topic or less significant aspect of the topic at hand. Examples = “Jim Crow laws” or “Similes”. Then, two partners from each team play cooperatively to get each other to guess the category. They cannot use hand gestures and can only list items in the category to get the partner to guess the category. English categories = similes, dramatic irony, people that die in the end of the book, dynamic characters, climaxes of texts, books that have movie versions, plays, Shakespearean plays, third person past tense phrases, present tense first person phrases, past tense verbs, examples of poor diction.
2. **Family Feud** = This involves polling the kids a week or two ahead of time and works best with a large number of kids (multiple sections of the same class). Choose the poll questions that are content specific, compile the data and play the feud.
3. **Match Game:** = Between four and seven students comprise a panel of “celebrities” and they have white boards at the front of the room. Two contestants play a fill in the blank game where they have to match what they think the celebrity panel will say. The fill in the blank statements need to relate to the content, and the celebrities need to TRY to get the right answer. Example = “Hamlet was so upset the entire play that by the end of the play he \_\_\_\_\_\_\_\_\_\_ed Claudius.” The panel writes their word for the blank, the contestant gives an answer and the matches are tallied. Total number of matches wins. Watch YouTube videos of this vintage game show for further clarification.
4. **Password** = Two partners from the same team work together to figure out the password. The password is a big concept from class (evolution, personification, etc.) Partner “A” on each team gets to see the one word “clue” for the password and has to provide a one word hint to Partner “B” to get them to say the clue word. This process alternates between teams until a Partner “B” guesses the clue. Then, that team gets to guess the password based on the clue. Example = Red is the password and clues might be: wagon, stop, burn, apple, color. Watch YouTube videos of this vintage game show for further clarification.

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