**English 11 Third Trimester Learning Targets Matrix**

***Lord of the Flies* Unit**

**Reading Learning Targets**

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| --- | --- | --- | --- | --- |
| **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**

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| --- | --- | --- | --- | --- |
| **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 | | |

During the first half of the third trimester, you will be asked to show your proficiency in nine (9) standards, or skills or “learning targets”-as we will call them. We will practice these nine (9) learning targets multiple times through **formative assessments**. On each formative assessment, you will be given feedback, graded on this rubric, and your score will be recorded, though it will not count toward your final grade. At the end of this unit (around 5/28/15), you will be given a **summative assessment** that tests you on all of these learning targets. Your performance on the summative assessment will be the scores used to calculate your final grade. You will have a responsible time period after the summative assessment (around 5/28/15) is graded and returned to you to revise and replace your score on any or all learning target(s). **You will not be allowed to revise your summative score unless you completed each formative assessment. Any student who does not complete all portions of all summative assessments will earn an “I” (Incomplete) and not earn credit for the class.**

**Standards Based Learning**

Further explanation of each standard or “learning target” can be found by clicking standard’s name in Powerschool. Throughout the trimester students will do activities that ask students to show proficiency in these learning target, and students will be repeatedly assessed on these “I can…” statements or “learning targets.” Then, each time a learning target is assessed on formative assessments, the students will record his/her score and feedback on a “Learning Targets Log.” However, scores for formative assessments are not counted towards his/her final grade; they are used to improve learning. In this sense, all of the formative assessments are “target practice.” In theory, as the trimester progresses, each time a student shows proficiency on formative assessments, scores will go up as the student becomes more proficient in each learning target. The score in Powerschool for each learning target reflects the student’s most recent performance on that specific learning target. Summarily, during the first half of first trimester, students will be asked to show proficiency in nine (9) standards, or skills or “learning targets”-as we will call them. There will be many formative assessments where students get scores and feedback, but are not counted towards their final grade; the only scores that will count are on the summative assessment that will be at the end of the unit, around 5/28/15. A guideline for proficiency on any learning target is below. Earning a 4.0 is challenging and rare and requires the student to demonstrate mastery of a learning target in a mature, advanced, creative way-without teacher prompting. To watch a 5:00 video about the teacher rationale behind SBG go to <http://youtu.be/--PR0uf6CL0>

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| 4.0 | 3.0 | 2.0 | 1.0 |
| **Mastery**  “I can teach this standard”  “I went above and beyond”  “I know this better than my teacher taught it” | **Proficient**  “I got it”  “I did everything I was supposed to”  “I know this just the way my teacher taught it” | **Inconsistent**  “I kinda get it”  “I’m not there yet”  “I did some things right”  “I know the simple parts, but struggle with the challenging parts that my teacher taught” | **Lacking**  “I am a bit lost”  “I really don’t get this yet”  “I could have done better”  “With teacher help, I can do some of this correctly” |

The most common student question/concern/insight is, **“Wait, if I don’t do work, my grade won’t go down because the only grades that count are how we do on the summative assessment at the end of the unit?”** The short answer is, “Yes.” The long answer is that students have zero academic extrinsic motivation to “do work.” The motivation to complete class work has to be intrinsic. “Soft” academic skills such as task completion, collaboration, participation and behavior will be monitored, recorded and assessed on students’ “Citizenship Log.” However, these will NOT be a factor in students’ academic letter grade. How well students perform these soft skills and record evidence for them on their “Citizenship Log” will be used to determine their citizenship grade on the report card, which is separate from their academic grade. This citizenship grade DOES affect eligibility. If a student earns two poor citizenship marks (two “N” or “U” marks) at progress report time or end of trimester time, they will be ineligible for extra-curricular activities: dances, sports, performing arts, etc.

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

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

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

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