**English 11 First Trimester Learning Targets Matrix**

**Reading Learning Targets**

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| **Determine and explain the literal main ideas & details while citing text evidence** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles of Basic or Emerging Learners** |
| * Determine where text

leaves matters uncertain* Cite inferred evidence
* Cite evidence that you

found independently, not just repeating what was  said in class.  | * Determine main ideas vs. details
* Cite specific evidence to support literal

analysis.* Evaluate text evidence for usefulness of

literal analysis. | * Confusing how main ideas and details are related
* Struggling to provide enough text evidence to

support a claim about the reading* Misunderstanding the relevance of text evidence.
 |
| Common Core Standards: Reading Literature: 1 & 3 Reading Informational Texts: 1 & 3 |
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| **Analyze author’s choices: figurative language, literary devices, structure, diction, etc.** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles of Basic or Emerging Learners** |
| * Consider author’s era &

how that impacted choice* Evaluate different choices

made within same text  | * Analyze how author’s choices impact text as a whole &

reader: setting, plot, characterization, etc. * Analyze figurative language choices and impact of those.
* Discuss choice develop through a text as a whole.
 | * Struggling to see how authors are actually making choices & how

those choices impact the text as a whole. * Misunderstanding of different kinds of choices: literary terms,

rhetorical strategies, literary devices, structural choices, etc.  |
| Common Core Standards: Reading Literature: 5 Reading Informational Texts: 3 & 5 |
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| **Analyze words by using context, word parts & parts of speech.** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles** |
| * Use previously unknown

words in own writing* Analyze how specific

connotations affect meaning differently | * Use word parts (prefix, suffix, Greek/Latin roots) to

determine a word’s literal meaning. * Use context clues to determine meaning
* Use a word’s part of speech to determine meaning.
* Hypothesize and then verify an unknown word
 | * Just googling to figure a word out.
* Struggling to use context to determine a new word
* Struggling to see a word’s parts or how they influence meaning
* Struggling to determine a word’s part of speech
* Thinking “vocab” is just memorizing what a bunch of words mean
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| Common Core Standards: Reading Literature: 4 Reading Informational Texts: 4 Language: 3, 4, 5, 6 |
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| **Learning Targets** | **In order to be proficient in this standard, I need to show how I can…** |
| **Comprehend** and explain the **literal** main ideas & details & **cite text** **evidence** | In order to be proficient in this standard, I need to show how I can… |
| Analyze **author’s choices**: figurative language, literary devices, structure, diction, etc**.** | In order to be proficient in this standard, I need to show how I can… |
| Build **vocabulary** by determining meanings of unknown words by using context, word parts & parts of speech. | In order to be proficient in this standard, I need to show how I can… |

**Writing Learning Targets**

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| **Produce writing that is appropriate for task, purpose, & audience: PURPOSE** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles of Basic or Emerging Learners** |
| * Multiple “How” strategies were used effectively.
* Author evaluates how

different evidence answers the question.  | * Make it clear how details show a central idea.
* Use valid evidence to prove a claim
* Use relevant details to explain an idea.
* Use sequence and details to tell a tale.
 | * Struggling to explain HOW evidence proves a claim
* Struggling to provide enough evidence to

support a claim or explain an idea.* Relying on a simple sequence to tell a story.
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| Common Core Standards: Writing: 1, 2, 3, 4, 10 |
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| **ORGANIZE writing in a logical, effective manner** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles of Basic or Emerging Learners** |
| * Present multiple POVs
* Use transitional sentences, not just phrases-complex sent.
 | * Focused sections of a writing with strong topic sentences
* Transition between ideas effectively
* Details are relevant and specific to topic sentence
 | * Struggling to write topic sentences that make the focus of sections

clear. Topic sentences aren’t components of main focus. * Lacking transitions or ineffective transitions
* Details are not focused or insignificant to answering question
 |
| Common Core Standards: Writing: 1A, 1E, 2A, 2C, 2F, 3A, 3E |
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| **Follow writing MECHANICS: punctuation, grammar, spelling** |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles** |
| * Use mature conventions:

dash, colon, semi-colon* Break conventions

responsibly to show voice | * Demonstrate command of grammar; errors are minimal

and do not distract from meaning* Use resources to resolve grammar issues: mechanics

practice, technology, books, teacher consultation, etc.  | * Using “texting” informal language in formal settings
* Not proofreading work or consulting teacher before submitting it
* Not learning from previous mistakes
* Making errors you should have mastered by now.
* Making errors we have reviewed in mechanics practice
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| Common Core Standards: Writing: 1D, 2E Language: 1, 2, 3 |
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**Student paraphrase of the standards:**

Writing Learning Targets

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| **Learning Targets** | **In order to be proficient in this standard, I need to show how I can…** |
| **Produce writing** **that is appropriate** **for task, purpose,** **& audience** | In order to be proficient in this standard, I need to show how I can… |
| **Organize writing in a logical, effective manner** | In order to be proficient in this standard, I need to show how I can… |
| **Follow writing mechanics: punctuation,** **grammar, etc.**  | In order to be proficient in this standard, I need to show how I can… |

During the first half of first trimester, you will be asked to show your proficiency in six (6) standards, or skills or “learning targets”-as we will call them. We will practice these six (6) learning targets multiple times through **formative assessments**. On each formative assessment, you will be given feedback, graded on the rubric above, and your score will be recorded in Powerschool, though it will not count toward your final grade. At the end of this unit (around 10/9/19), you will be given a **summative assessment** that tests you on all of these learning targets. Your performance on the summative assessment will count in Powerschool. You will have a responsible time period after the summative assessment is scored 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 and completed a retake ticket to show relearning of the learning target in which you struggled. 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**

Throughout the trimester, students will do activities that ask students to show proficiency in these standards or “learning targets,” and students will be repeatedly assessed on these “I can…” statements or “learning targets.” Then, each time a learning target is assessed on formative assessments, the student will record his/her score and feedback. However, scores for formative assessments are not counted towards his/her final grade; they are used to improve learning. In this sense, all of the formative assessments are “target practice.” In theory, as the trimester progresses, each time a student shows proficiency on formative assessments, scores will go up as the student becomes more proficient in each learning target. The score in Powerschool for each learning target reflects the student’s most recent performance on that specific learning target. Summarily, during the first half of first trimester, students will be asked to show proficiency in six (6) 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 10/9/19. A guideline for proficiency on any learning target is below. Earning a 4.0 is challenging and requires the student to demonstrate mastery of a learning target in a mature, advanced, profound way. To watch a 5:00 video about the teacher rationale behind SBL go to <http://youtu.be/--PR0uf6CL0> To see a video explanation of this process please visit <https://t.co/1VNmaoA6gi>

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

The most common student question/concern/insight is, **“Wait, if I don’t do work, my grade won’t go down because the only grades that count are how we do on the summative assessment at the end of the unit?”** The short answer is, “Yes.” The long answer is that students have zero academic extrinsic motivation to “do work.” The motivation to complete class work has to be intrinsic. “Soft” academic skills such as task completion, collaboration, participation and behavior will be monitored, recorded, assessed, and will contribute towards a student’s “Employability” mark. However, these will NOT be a factor in students’ academic letter grade. Therefore, academic proficiency in the learning targets (how well a student can read & write) will be the only factors that determine his/her final letter grade. A student’s Employability mark is how well he/she turned in work, did so on time, was present in mind & body in class, and behaved as a citizen. This Employability mark DOES affect eligibility. If a student earns two poor Employability marks at progress report time or end of trimester time, he/she 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, in order to earn a summative revision is 100% completion of ALL formatives AND completing a “retake ticket” for every learning target he/she wishes to revise 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 and complete retakes tickets. 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.**

Throughout the school year, we will be reading many different texts: *Beowulf, Canterbury Tales, Macbeth, A Modest Proposal, Lord of the Flies,* and many short stories, poems, and articles.

Throughout the school year, we will be doing many different writings and projects: literary analysis writing, SAT practice, research, character breakdowns, personal narratives, and video & group projects.

***Armada English Department Essential Standards 2019***

**Reading**:

R1: Comprehend main idea, theme, or claim (fiction/non)

R2: Comprehend details of a text and/or use as support

R3: Comprehend and analyze devices (literary and rhetorical)

R4: Comprehend and/or analyze text structure and its impact text as whole.

R5: Comprehend words in context

R6: Use strategies to determine word meaning

R7: Infer author’s purpose

R8: Infer in literature for theme

R9: Read to infer between sources

**Writing**:

W1: Develop clear & concise thesis statement.

W2: Develop clear topic sentences in connection to thesis statement.

W3: Use appropriate transitions to link text as a whole.

W4: Organize writing in a logical, effective manner

W5: Fully developed intro & conclusion paragraph.

W6: Use relevant, accurate, specific evidence to support claims.

W7: Analyze effectively to support thesis/main idea.

W8: Analyze author’s rhetorical strategies within body paragraphs.

W9: Produce writing that is appropriate for task, purpose, and audience.

W10: Demonstrate a control of American English through grammar mechanics and punctuation.

W11: Develop and strengthen in the writing process as needed: planning, revising, editing, rewriting.

W12: Use proper formatting system - MLA/APA.

W13: Gather, organize, and use research effectively through the use of print and/or digital media.

W14: Use sources to synthesize effectively developing an argument/thesis statement.

W15: Demonstrate voice through style, syntax, and diction.

**Speaking and Listening**:

SL 1: Initiate and Participate in a wide range of discussions with diverse partners

SL2: Integrate multiple sources of information in presentations in diverse formats and mediums

SL3: Appropriately present information so audience can follow clearly and coherently

SL4: Make strategic use of digital media and other mediums in support of presentation

**Here is a screencast video where Mr. Foster explains Standards Based learning:**



**Here is a screencast video where Mr. Foster explains student examples:**

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|  | SUMMATIVE SCORES |  |
| Student | **SP** | Infer | Grammar | Theme | Vocab | Final Grade | Revised Grade |
| Katie | **3** | 2 | 3 | 3 | 2 | B- | B+ |
| Timmy | **3** | 3 | 3 | 3 | 3 | B+ | B+ |
| Jake | **1** | 1 | 2 | 2 | 1 | C | C |
| Naomi | **4** | 4 | 1 | 2 | 3 | B- | A |

