

ENGAGING LEARNERS



STEP 3: STANDARDS/SKILLS BASED GRADING

Take advantage of the Engaging Learners team's expertise in order to:

- Review and revise existing proficiency scales
- Create customized proficiency scales
- Evaluate content alignment
- Establish on-going teacher support and communication

Review and Revise Existing Proficiency Scales

Our experts can examine your existing proficiency scales, work with you to identify strengths and weaknesses, and modify them to include well-designed learning progressions. We'll invigorate and clarify, rather than start from scratch. Engaging Learners has significant experience guiding school districts to keep what's working, clarify elements that are imprecise, and strengthen elements that are ineffective.

Create Customized Proficiency Scales

The Engaging Learners team is equipped to help schools and districts that don't have time or staff to create their own proficiency scales. By closely examining your state's standards, your existing curricula, and your prioritized goals, our specialists can create scales, identify learning progressions, and communicate goals to your entire teaching staff.

Evaluate Content Alignment

Engaging Learners has experience comparing target content articulations, standardized tests, and state standards. Our experts will work side by side with you to identify extraneous content, close gaps, and reduce the number of redundancies. By streamlining content and aligning it with clarified goals, you'll position your teaching staff to dramatically increase their teaching effectiveness.

Establish On-Going Teacher Support and Communication

Continuing support is available as you implement changes. The Engaging Learners team has proven capacity for achieving teacher buy-in. We recognize the need for – and the demands of – creating a successful, collaborative learning environment. We listen to teachers, we respect their time and expertise, and we speak their language. Because, at Engaging Learners, we're teachers ourselves.

STEP
3

MEASURE
RESULTS

Part of the Engaging Learners 3 Step Plan

Help your students achieve two years of measured literacy skill growth in just one year!

PROFICIENCY SCALES

Engaging Learners creates proficiency scales that are tailored to your school district's needs, and aligned with your state standards.

- Final documents are formatted in a way that teachers and administrators find easy to read and understand.
- Language is carefully crafted to align with your state standards. Individual standards and grade articulations are identified throughout the document for easy reference.
- Proficiency scales are customized to include the elements you require:

Simple Learning Goals

Complex Learning Goals & Topic Proficiency Scales

Scale Guides for Each Grade Level (with itemized semester topics)

Sample Question Stems

Helpful References and Visual Aids

Printable Checklists

Simple Learning Goals

2.5 I know all of the Simple Learning Goals plus some of the Complex Learning Goals.
SIMPLE 2.0 I know all of the Simple Learning Goals.
Prior Knowledge/Established Academic Vocabulary: Evidence Plot Conflicting Figurative Connotative Representation Tone
New Academic Vocabulary: Explicit Inferential/Inferred Conflicting Motivations Parallel Medium(artistic)
S1: Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9.4.1.1 partial)
S2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is shaped by specific details. Provide an objective summary of the text. (9.4.2.2 partial)
S3: Analyze how complex characters (e.g. those with multiple or conflicting motivations) interact with other characters, and advance the plot. (9.4.3.3 partial)
S4: Determine the meaning of words and phrases as they are used in the text, including figurative or connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how it sets a formal or informal tone). (9.4.4.4 partial)
S5: Demonstrate awareness of figurative language, word relationships, and nuances in word meanings. (9.11.5.5 scaffolding) <ul style="list-style-type: none"> • Identify figures of speech and differentiate them from their literal meanings. • Identify and group words with similar denotations within a single text passage.
S6: Analyze how an author's choices concerning how to structure a text and order events within it (e.g. parallel plots) create effects such as mystery, tension or surprise. (9.5.5.5 partial)
S7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. One medium should be primarily literary. (9.4.7.7)



Complex Learning Goals & Topic Proficiency Scales

Topic Proficiency Scale Domain: 21st Century Skills Topic: Habits of Mind--Language Learning and Composition
4.0 I know all of the Simple and Complex Learning Goals. Understanding goes beyond the grade level target. Student is able to apply effective habits of mind and explain how they support personal educational goals. Student supports development of others' habits of mind through effective modeling and positive support of peers
COMPLEX 3.0 I know all of the Simple and Complex Learning Goals.
C1: Shows <i>Intermediate Command</i> of Language Learning habits of mind by determining and clarifying the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies. (9.11.4.4, with additions) <ul style="list-style-type: none"> • Research closely related part of speech words used in different contexts to determine nuances in meaning. • Consult general and specialized reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word, determine its precise meaning in context, its part of speech, or its etymology. • Within a text, identify and group words and phrases that denote field-specific and specialist terminology.
C2: Shows <i>Intermediate Command</i> of Applied Knowledge of Language habits of mind to make effective choices for meaning and/or style, and to comprehend more fully when reading or listening. (9.11.3.3, with additions) <ul style="list-style-type: none"> • Strive to employ words and phrases with precise meanings appropriate to ideas and images being conveyed. • Actively question (and/or take notes recording questions, depending on learning situation) when words and phrases are unclear in order to clarify meaning in context. • Create and maintain a journal of newly learned words and phrases for use in personal writing projects. • Attempt to employ new vocabulary in written and spoken tasks, solicit feedback from teacher.
C3: Shows <i>Intermediate Command</i> of Disciplined Composition habits of mind by demonstrating active knowledge of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing. (9.11.1.1, 9.11.2.2 with additions) <ul style="list-style-type: none"> • Use parallel structure consistently. • Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing. • Use semicolons and colons effectively. • Spell correctly. • In appropriate instances, intentionally depart from conventions of standard English to achieve specific effects in meaning and/or style.



Scale Guides for Each Grade Level

HS English 9 Scale Guide

Full Year Scales:
Habits of Mind: Language and Composition
Speaking and Listening: Collaboration and Production
Semester 1 Topics:
Literary Analysis
Narrative/Creative Writing
Informational Text Analysis
Semester 2 Topics:
Media Analysis (and Creation/Publication)
Argumentative (Discourse and) Writing
Informational Text Writing (and Presentation)

Note: Parenthesis material in Semester 2 indicates how whole-year) Speaking and Listening Collaboration and Production Proficiency Scale goals might be integrated as complements to the listed Scale.



Engaging Learners,
one classroom,
one school,
one district
at a time!

Sample Question Stems

COMPLEX	MASTERY OF LEARNING GOALS
<input type="checkbox"/> C2: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3.2.3.3)	Students will: <ul style="list-style-type: none"> Describe relationships Identify historical events and scientific ideas Sequence steps in a procedure Use the language of time, such as long ago, in this decade, century, in the future Use language of cause and effect Understand a “series of events” and “steps in a procedure Describe the impact an early event had on something that happened later in the text Identify facts and details the author has cited as evidence to support his points Identify how one sentence is connected to the sentence before it and after it Understand how a concept continues from one paragraph to another Understand cause and effect Understand comparisons Understand the importance of sequencing
Question Stems: C2: 3.2.3.3 <ul style="list-style-type: none"> How are _____ and _____ related? What was the result of _____’s idea? What is the first thing you would do to complete this process? What would you expect the result to be at the end? Create a flow map that shows the sequence of events. Work with your partner to create a timeline of events. How does the author connect the ideas in each of the paragraphs to the topic of the text? Can you tell me something else that you have read that was written this way? What details are important? How does this sentence connect with what we read earlier? 	

Foster greater student growth and achievement with proficiency services from Engaging Learners.

CONTACT US FOR A FREE CONSULTATION

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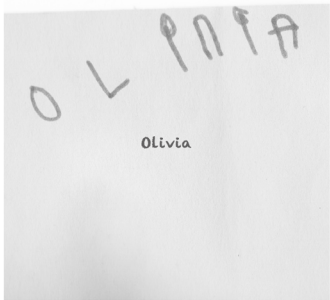
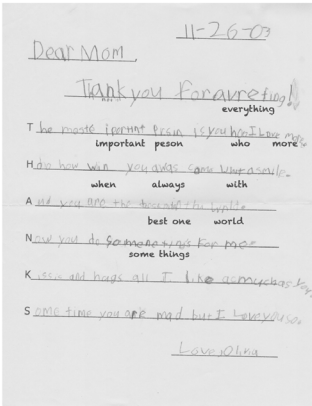
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Helpful References and Visual Aids

Developmental Stages of Writing

Initial, middle, and final sounds	Transitional Phases
 <p>Children in this phase may spell correctly some sight words, siblings' names, and environmental print, but other words are spelled the way they sound. Their writing is readable.</p>	 <p>This writing is readable and approaches conventional spelling. The writing is interspersed with words that are in standard form and have standard letter patterns.</p>



GRADE K 22

Printable Checklists

Name:	School:	Date:		
Topics	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Phonological Awareness	Spoken words, syllables, and sounds (phonemes): <ul style="list-style-type: none"> Long/Short vowel sounds in spoken words (FS.1.3.0.2a) blend single-syllable words (FS.1.3.0.2b) Isolate and pronounce beginning, middle, and final sounds (FS.1.3.0.2c) Segment individual sounds in spoken words (FS.1.3.0.2d) 			
Print Concepts	Print and recognize all: <ul style="list-style-type: none"> Upper case letters (LB.1.10.1.1a) Lower case letters (LB.1.10.1.1a) 			
Phonics	<ul style="list-style-type: none"> * Read 70 common high-frequency words # _____ words (RB.1.3.0.3g) Read grade level text with: <ul style="list-style-type: none"> Purpose Comprehension Level _____ (FS.1.3.0.4a) Words with common digraphs/blends: <ul style="list-style-type: none"> Digraphs: /sh/, /ch/, /th/ Blends: bl, br, cl, cr, dr, fl, sl, st, sn, tr... Read words with digraphs (FS.1.3.0.3a) Read words with initial/final consonant blends (FS.1.3.0.3a) Write words with digraphs and/or blends (FS.1.3.0.3a) *The standard does not designate how many words are read. This is a recommendation based on common practice. 	<ul style="list-style-type: none"> * Read 100 common high-frequency words # _____ words (RB.1.3.0.3g) Read grade level text with: <ul style="list-style-type: none"> Purpose Comprehension Level _____ (FS.1.3.0.4a) Words with common digraphs/blends: <ul style="list-style-type: none"> Digraphs: /sh/, /ch/, /th/ Blends: bl, br, cl, cr, dr, fl, sl, st, sn, tr... Read words with digraphs (FS.1.3.0.3a) Read words with initial/final consonant blends (FS.1.3.0.3a) Write words with digraphs and/or blends (FS.1.3.0.3a) *The standard does not designate how many words are read. This is a recommendation based on common practice. 	<ul style="list-style-type: none"> * Read 130 common high-frequency words # _____ words. (RB.1.3.0.3g) Read grade level text with: <ul style="list-style-type: none"> Accuracy Rate Expression Level _____ (FS.1.3.0.4b) Words with long vowel silent -e (CVCe): <ul style="list-style-type: none"> Read (FS.1.3.0.3c) Write (FS.1.3.0.3c) Read words with inflectional endings (e.g. -s, -es, -ing, -ed) (FS.1.3.0.3f) *The standard does not designate how many words are read. This is a recommendation based on common practice. 	<ul style="list-style-type: none"> * Read 160 common high-frequency words # _____ words. (RB.1.3.0.3g) Read grade appropriate text with: <ul style="list-style-type: none"> Accuracy Rate Expression Level _____ (FS.1.3.0.4b) Read two syllable words by breaking into syllables (FS.1.3.0.3e) Understand that each syllable needs a vowel and uses that to help count syllables in printed words (1.3.0.3d) Use context and other cues to self-correct or confirm reading (FS.1.3.0.4c) *The standard does not designate how many words are read. This is a recommendation based on common practice.



GRADE 1 4

Contact Us

Let us build the capacity of your district, your schools, and your classrooms to respond to the needs of students and to engage in continuous improvement.

Contact us for a free, no obligation consultation or to request a sample packet of proficiency scales that have already been custom-created for a school or district just like yours.

“If students don't have well-defined goals, they can't recognize success.

If teachers don't understand students' goals, they can't help them achieve.”

– Engaging Learners