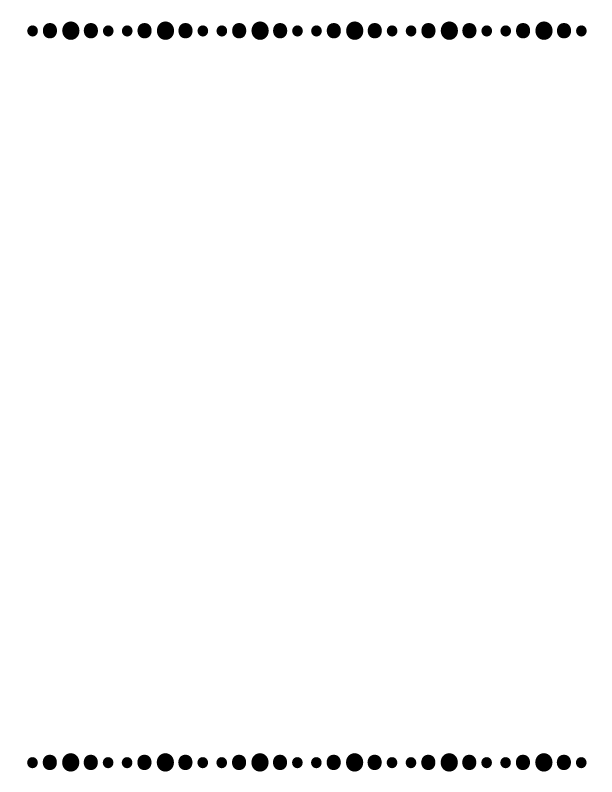
****

**Name: #**

**Hour:**

Syllabus

& Assessment Guide

**AHS Mission Statement:**

Assumption High School is an

**A**cademic institution promoting

**Hi**gh expectations resulting in

**S**uccessful Students.

|  |  |  |  |
| --- | --- | --- | --- |
| **`The following works of literature will be the anchor (main) texts for this course’s thematic units:**  *🕮The Odyssey*  *🕮Romeo and Juliet*  *🕮Hope, Despair, and Memory/TBA*  **Each unit will focus on a theme rather than a genre. Smaller readings with the same theme will accompany each anchor text. All material will be provided in class and on my website.** | | | **Class Website:** [**http://michellehrusso.weebly.com/**](http://michellehrusso.weebly.com/)This website is updated as often as possible with news, announcements, important dates, class assignments, participation guides,corresponding answer keys,links to videos and other websites as well as important dates and information |
| **Graded Assessments:**  A minimum of five (5) assessments will be given each grading period/Nine Weeks. The number of formal test assessments will differ, but here is a list of possible assessments:   * **Binder Checks (2 grades)**   + **Notebook Checks**   + **ACT Prep/ Bell Work** * **Writer’s Notebook Entries** * **Weekly Reading Homework**   + **Participation** * **Paired Passage Assessments (AOWs)** * **Unit/ Cold Read/ Benchmark Tests** * **English I LEAP 2025 (EOC)**    + **score averaged as 207% of the final grade**   **GRADING SCALE**  **100 - 93 A**  **92 - 85 B**  **84 - 75 C**  **74 - 67 D**  **66 - 0 F** | **Supply List:**  **View binder (1”-1 ½”) \*not a shared binder\***  Insert-able tab dividers (optional)  Page protectors (optional)  **Marble composition book**  **Writer’s Notebook Personalization Materials: (for marble composition books)** pictures, movie ticket stubs, drawings, magazine cutouts, quotes, etc.  **Personal Email address and USB key (highest memory affordable to be used for all classes) OR online storage account**   |  |  | | --- | --- | | ***3rd hour: cardstock/colored paper***  ***4th hour: Kleenex***  ***5th hour: hand sanitizer*** | ***6th hour: white out tape***  ***7th hour: Sticky notes*** |   **Should have every day:**  **Writing instruments (papers are written in blue/black ink or typed)**  **Highlighters**  **Loose leaf paper**  ***For Bonus Points:*** *Dry erase markers, sharpies, tape, Markers, cardstock, (blue, pink, purple, green, or orange) highlighters, staples, staplers, staple removers, white out tape, raspberry gel air freshener☺* | | |
| **School and Classroom Rules:**  *All students are expected to follow the rules and guidelines set by the Assumption High School Administration and the Assumption Parish School Board.* At AHS, you are expected to show **Mustang PRIDE** at all times:  **Prepared Respectful Involved Determined Encouraging**  Additionally, in order for any class to run smoothly, it must be guided by certain expectations. In this class, you should   1. Follow directions: your ability to follow directions is important for college and career readiness; inability to follow written and oral directions will result in wasted time, potentially wasted money, job loss, or just a lowered grade. 2. Handle your business: Be in class on time and ready with all materials. Bellwork should be out at the tardy bell.   Work effectively individually, in pairs, small groups, or teams.  Complete homework and classroom assignments on time.  Use class time effectively. An alarm will ring one minute before the bell; students can pack up at that alarm, not before.   1. Be kind. Be respectful. Be honest. Respect yourself, respect me, and respect others.   Respect is defined as courteous consideration. It encompasses a wide range of appropriate conduct. You are not the only person in the room.  There should be no lies, no name calling, no profanity, no hitting or touching, no riots, no speaking out of turn, no fires, no acts of passion, no cheating, no bullying, no appearance of sleeping, nor should there be any other disruptive, illegal, or impolite behavior.   1. Avoid being a distraction. Actively participate in class activities and discussion.   Avoid moving about the room to distract or disrupt others, taking or borrowing things without permission, or ignoring the fact that others might actually be trying to get their work done and/or learn something in class.   1. Gum, food, and/or sticky drinks are not allowed in class without permission. 2. Other people definitely don’t want to hear you smacking on your gum or sit in it or find it on their stuff. They are hungry, too. Sticky drinks make the floor sticky when they’re spilled (and you know they will be spilled). Then, your shoes make that stuck noise. Gross. 3. As per school rules, phones should not be seen or used in class unless you have specific permission from me to use them. 4. If you are in doubt about my expectations, ask me.   Some rewards for positive behavior include but are not limited to the following: (1) class time given to complete homework assignments, (2) no homework assignment for the day/homework passes (3) candy/treats /tokens (4) positive calls/notes home (5) mutual respect. | | | |
| **Consequences for classroom rule violations:**  **If you violate a rule, you may be assigned a consequence. Depending on the frequency and severity of the misbehavior, you may receive one or more of the following consequences:**  **Redirection**  **Verbal Warning**  **Change in seating arrangement**  **Behavioral reflection work**  **Parental contact**  **Office Referral**  **Consequences of conduct violations:**  **If a student breaks a rule that is covered by the Code of Conduct in your student handbook (possession of illegal substances, abuse, etc.), I must refer the situation to the office for the administrator to make decisions on parental contacts, SRO involvement, and other matters. This is part of my job, and not my decision. If you violate a Code of Conduct, it will be handled out of class.** | | | |
| **OTHER POLICIES:**  **Bathroom and Water Breaks:**  First, students’ leaving the classroom is at the discretion of the teacher, impacted by student behavior and participation. Additionally, the classroom is located directly across from the bathroom and water fountains. By coming directly to class and getting prepared, students can utilize minutes between classes to go to the restroom and get water once per week without having to use a pass. Otherwise, students will be allowed out of the classroom three times a semester for restroom use/water.  Three passes will be given, and they are the responsibility of the student. Lost or stolen passes will not be replaced. Positive behavior can earn you additional passes or tokens and four tokens can purchase a bathroom pass. Unused passes can be used for 5 bonus points on tests and/or exams. All unused bathroom passes will be turned in at the end of the year for bonus points or token exchange. | | | |
| **Absences:** As indicated in the Assumption Parish code of conduct, students have “up to three (3) days, or a number of days equal to the number of days of consecutive absences, whichever is greater, following the return to class, to make up work. Failure to make up work will result in failing marks for missed assignments/assessments given during the absence.” Students must make up tests and other assessments by scheduling make up time with me either before school, at lunch, during an alternate (with both teachers’ permissions) or after school. Students **will not** be allowed to miss more class work to make up work. | | **Incompletes: Students will receive an X (incomplete) for any missed assignment as well as any formal test that they are unsucessful on. Makeups will be scheduled as needed throughout the semester at the teacher’s discretion.** Incompletes that have not been taken care of become F’s at the end a grading period. **NOTE: It is the student’s responsibility to request and receive work and tests from the days he or she was absent.**  **Late Work:** Any major late work will result in a grade that will be lowered with each additional day which it islate. | |
| **ROUTINES AND ASSIGNMENTS:**  **Paired Passage Assessements:** Paired Passage Assessments (PPA/AOW) discussion/activities happen on the first day of the week (usually Monday). They incorporate nonfiction into the English I classroom, address the unit’s theme, and provide additional practice for the students in using evidence from the text. As students complete PPAs, they will utilize text coding and questioning to enhance their interaction with the text as well as answer text-dependent questions that address various levels of understanding of the article. Late assignments will be result in deducted points and will not be accepted after the next assignment’s due date. At the end of the semester, students will add their scored PPAs, a works cited practice page, and a completed works cited for one major grade.  **Notebook Checks and Assignments:** Collection of materials and activities that will be used throughout the units. Students earn stamps to indicate the level of completion of notebook check activity (full completion—positive stamps= 10 points, partial completion negative stamp = 5 points, incomplete or insufficient work in notebook checks receive zero points). From time to time, notebook checks may be graded independently as a major assessment.  **Binder Checks:**  Throughout the class, notebook check stamps are recorded on a binder check form and organized within student binders. At the end of a grading period, binders are assessed for organization and completion. Students receive two grades based on the culmination of all their work during the grading period.  **Homework:** Students will be expected to complete weekly reading homework Monday through Thursday night. Additional homework will be given as necessary. **All students are expected to complete any classwork they did not complete in class for homework.**  **Sustained Silent Reading (SSR):** All students will be required to have reading material in class daily to read as early finisher work or for  sustained silent reading assignments in class (weekly).  **Writers’ Notebooks:** Students will write for 5-10 minutes two-three times a week. Each entry should be titled, numbered, and dated as well as logged in a table of contents. At the end of a grading period, journals will be counted and “weighed” for points in your binder grade. | | | |
| **REMIND: A way to know that’s going on…**  **What is it?** Remind is a website that provides a safe way for teachers to text message or email students and parents.  **How do students/parents sign up?** Students and parents sign up for notifications by **sending a text message with a teacher's class code (e.g. text @code to 81010). They may also sign up by sending an email to the teacher's code (e.g. code@mail.remind.com).** The medium they sign up with determines how they will receive notifications. So if a student signs up from her phone, she will receive text messages. Likewise, a parent who emails in will receive messages via email.  **1st hour— Text 81010 with this message** **@russo1**  **3rd hour— Text 81010 with this message @russo3rd**  **4th hour— Text 81010 with this message @russo4**  **5th hour Text 81010 with this message @russofifth**  **6th hour Text 81010 with this message @russo6**  **7th hour Text 81010 with this message @russoseven** | | | |

READING HOMEWORK

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Reading Homework Log (Due on Fridays)  Students are to complete at least twenty minutes of reading every Monday - Thursday.  Reading entries cannot be back dated or doubled. Additional reading is encouraged. | | | | | |
|  | **Date** | **Title and Author** | **Pages Read** | **Brief description of the reading completed** | **Bonus:**  **Parents’ Initials** |
| This form must indicate reading at an appropriate age and grade level. No more than two logs a week can be studying notes. The point is to read MORE. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Teacher’s Initial |  |  |  |  |  |
| This form must indicate reading at an appropriate age and grade level. No more than two logs a week can be studying notes. The point is to read MORE. |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Teacher’s Initial |  |  |  |  |  |
| Midterm Average | | | | | |

Notebook Checks

***Romeo and Juliet Acts 1-3***

**Notebook Check**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_**

**Any incomplete classwork should be completed for homework.**

**The notebook check is due when all activities have been assigned.**

1. Act I Character List and Participation
2. Terminology
3. Act I Prologue and Questions
4. *Act I Reading Guide*
5. *Act I Reading Guide*
6. *Act I Reading Guide*
7. Act I Different Artistic Mediums
8. Act I Literary Elements, Character Quotes, Context, and Timeline
9. *Act I Literary Elements, Character Quotes, Context, and Timeline*
10. Act II Character List and Participation
11. Act II Reading Guide
12. Act II Paraphrasing Balcony Scene
13. *Act II Paraphrasing Balcony Scene*
14. Act II Reading Guide

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name: Date Due:** around Exam Week **Class: English I Hour: Binder Check #1 2 3 4** | | | | | | | | | | | | | | | | | | | | +5 0r -25 | | |
| **Your binder check requires you to organize your classwork and finished assignments in this order. WORTH TWO GRADES** | | | | | | | | | | | | | **Students should complete and tally their binder check form to determine a final point value.**  **The teacher will deduct accordingly based on effort.** | | | | | | | | | |
| **Binder Check Form** | | | | **Present, Incomplete, not totaled (-50)** Present, complete, proper place (10) | | | | | | | | | | | | | | | | | **+** | |
| **Self-Evaluation**  **(see back)** | | | | Incomplete, not thoughtful or thorough (25-75) Present, well done, and thorough (100)  **Not Present (-150)** | | | | | | | | | | | | | | | | | **+** | |
| **Stamped Materials and Notebook Checks** | | | | | | | | | | | | | | | | | | | | | | |
|  | **1.** | | | | | | | |  | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
|  | **2.** | | | | | | | |  | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
|  | **3.** | | | | | | | |  | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
|  | **4.** | | | | | | | | **+** | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
|  | **5.** | | | | | | | | **+** | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
|  | **6.** | | | | | | | |  | | | | | | | | | | | | | | |
| **Stamps** | |  | | | | **Black stamps** | | | | | **X 10=** | | **+** | |
| **Points** | | **Red stamps** | | | | | **X 5=** | | **+** | |
| **Stamped Materials and Notebook Checks Total** | | | | | | | | | | | | | | | | | | | | | |  | |
|  | **Assessments (MUST BE PRESENT)** | | | | | | | | | | | | | | | | | | | | |  | |
|  | | | 2. | | | | | | 3. | | | | | 4. | | | | | | |
| 1. 5. | | | 1. 6. | | | | | | 7. | | | | | Reading Homework | | | | | | |
| **Number of Assessments present #\_\_\_\_\_ x 20** | | | | | | | | | | | | | | | | | | | | |  | |
|  | **Writer’s**  **Notebook** | | **Score point (0.5) (1 ) (1.5) (2) (2.5) (3) (3.5) (4) x 100=**  **Scored journals have a number at the end to indicate the score point.** | | | | | | | | | | | | | | | | | | | **+** | |
|  | **Order and Organization** | | | | | | **Is everything in the proper order?**  **Yes=0-50 No= 0** | | | | | | | | | | | | | | | **+** | |
|  | **Grading Scale (Copy final scale below)** | | | | | | | | | | | **Teacher-Approved**  **Added Bonus** | | | | **Tally 1**  **/Initials** | | **Tally 2 /**  **Initials** | | | | **Final TOTAL** | |
| **A** | **B** | | | | **C** | | **D** | **F** | | | |  | | | |  | |  | | | |  | |
|  | | | |  | |  | | | |  | |
| **\*\*Additional materials that are not on this form should not be turned in.\*\*** | | | | | | | | | | | | | | | | | | | | | | | |
| ***No attempt at organization will not be graded and will receive and automatic F.*** | | | | | | | | | | | | | | | | | | | | | | | |

Binder Check Form

Writer’s Notebook Entry

# and date

Word of the Day

* **You may write about whatever you’d like**
* **You may choose to use the word of the day for inspiration.**
* You must write from the moment I tell you to begin until the time my timer stops.

Your writer’s notebooks will be graded based on the “weight” of the writing that you create within the designated time.

Use your minutes to be creative, to vent, to become something else, to become someone else, to write to someone or for someone…to just practice writing so that your rate from your brain to the page increases.

Sample PPA

|  |  |  |
| --- | --- | --- |
| **Paired Passage Assessment #2 *Due date\_\_\_\_***  **“Rebel With a Cause: Rebellion in Adolescence”**” | | |
| **Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # \_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **Instructions: COMPLETE ALL QUESTIONS AND MARGIN NOTES using the CLOSE reading strategies practiced in class.**  **This requires reading of the article three times.**  **Step 1: Number** the paragraphs. **Skim** the article using these **colors** and **symbols** as you read:  -UNKNOWN WORDS/DEFINITIONS | PENCIL- questions/insights/impressions  **(\*)** important, **(!)** surprising, **(?)** wondering [**(+)** agree, **(-)** disagree]  **Step 2:** Define the vocabulary that has been boxed for you. Choose an appropriate synonym that has the same part of speech as the term. Write the synonym above each boxed term to help you better understand the excerpt.  **Step 3: Read** the article **carefully**, **highlight text, and make associated notes in the margin**. **Notes should include:**   * **BLUE -strong connotation/denotation (diction/word choice)** * **YELLOW-big ideas (write a summary statement of important ideas for each major section)** * **PENCIL- questions/insights/impressions** * **GREEN- elements of argumentation (claims/assertions, evidence/grounds)** * ***PURPLE - literary devices, tropes ⚫ PINK- methods of development/organization*** | | |
| **Step 4:**  A **final quick read** noting anything you may have missed during the first two reads.  Answer the questions carefully in **complete sentences** unless otherwise instructed. | **SCORE:** | /100 Points |
| **Completion and Correctness** | 25-50 pts |
| **Vocabulary/Strong connotation** | 20 pts |
| **Margin Notes/ Big Ideas** | 30 pts |
| **Timeliness** | -10 pts per day |

|  |  |
| --- | --- |
| **Create a bibliographic entry/MLA citation of this article (use your reference book for help).**  **Don’t forget your HANGING INDENT!**  9/10.RL.1-6 \*Don’t forget to record your bibliographic entry on your PPA final assignment sheet.\*  Sample: Chen, Davis. “Bear Facts.” Our Wildlife 9 July 1988: 120–25.  (Author) (Title of article) (Publication name) (Date of issue) (Pages) | |
| **Twelve Word Summary:**  **Objectively summarize the entire article in twelve words. (think: who, what, when, where, how)** | |
| **TONE= AUTHOR’S ATTITUDE**  **List tone words and phrases.** | **1. What is the underlying tone of the article?**  **Use the tone reference sheet located in your handbook.**  **2. What specific words or phrases from the article develop that tone?** |

**Example format for ALL PAPERS AND WORKS CITED ENTRIES:**

Doe 1

Your Name

Mrs. Russo

English I ( Honors), Hour

Essay 1

15 September 2013

OriginalTitle of Your Paper

**Format for typed papers: Indent all paragraphs.** Typed papers must use **MLA format**, with 1-inch margins and double-spaced lines, in black ink, 12 pt Times New Roman, or a comparable font (this font, for instance, is 12 pt Times New Roman). Include page numbers and your last name in the right-hand corner of each page (see example).

Format for handwritten papers: **Indent all paragraphs.**  Be sure to ALWAYS skip lines so that you or I can make changes, suggestions, or corrections in the available space. Use only blue or black ink—no pencil. This teacher has had her share of students erasing something that was marked wrong, so ink only. Do not write of the back of the paper because it bleeds through and looks sloppy. ALWAYS USE LOOSE LEAF. Papers with notebook “frillies” get Fs.

**Don't hesitate to contact me should any of the information outlined here still confuse you.** When you e-mail me, be sure to **identify yourself** **in the message or I will not respond**. Be **polite** and start by saying “Hello, Mrs. Russo” or "Dear Mrs. Russo," or something of that nature, and end your e-mail with a 'sincerely,' 'thank you' or 'respectfully yours,' followed by your name, as this is standard email etiquette.

Works Cited/Consulted

Hamilton, Edith. Mythology. New York: Back Bay Books, 1998

Kirby, Dan, and Tom Liner. *Inside Out: Developmental Strategies for Teaching Writing*. Portsmouth, NH: Boynton/Cook, 1981.

Mare, Walter de la. "Sayings of the Week." *Observer: The London Edition* [London] Print, dated 12 May 1929

Smith, John. "Obama inaugurated as President." *CNN.com*. Cable News Network, 21 Jan. 2009. 1 Feb. 2014.

**Grading Interpretation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Note: Grammar and mechanics are to reading what traffic signs are to driving: without the signs, there would be chaos, uncertainty, perhaps even wrecks. When a piece of writing has too many grammar, mechanics, and/or usage errors, readers stumble, and it becomes difficult to understand the content.

True or not, a person’s literacy is often judged by how grammatically they write. Thus it will be difficult for a paper to be considered above average if it has three or more major grammatical errors, such as fragments, comma splices, run-ons (or fused sentences), subject verb disagreement, wrong verb form, possessive case errors, or excessive misspellings

**A=EXCELLENT**

* original and insightful,
* showing awareness of audience, purpose, and situation
* Ideas are well developed with significant and persuasive evidence
* focused from beginning to end
  + including an engaging introduction
  + coherent and logically organized paragraphs
  + substantive conclusion.
* consistently Standard Edited Written English (error-free),
* style is appropriate for this grade level:
  + precise word choices
  + concise wording
  + varied sentence structure
  + use of transition.
* would want to show future classes the paper as a model of this assignment.

**B=VERY GOOD BUT NOT EXCELLENT**

The B paper demonstrates most of the qualities of an A paper, BUT

* it lacks excellence in one or a few areas.
* may not have either sophisticated writing style (sentence variety, precise wording, etc.) of the A paper
* there’s room for growth given the objectives of the course.
* may have a few grammar/mechanics problems that prevent smooth reading.
* is a good paper, but you would have to make some minor corrections before it could be a model solution for future classes.

**C=ADEQUATE BUT NEEDS SUBSTANTIAL WORK**

* appropriate and adequate,
* meets basic criteria for the assignment but superficially so.
* resembles a draft more than a final paper.
* has weaknesses in the following areas:
* Thesis needs sharper focus
* Organization may be a little inconsistent or illogical
* Paragraphs may occasionally lack coherence
* The introduction or conclusion may be weak
* Relationships may not be well defined with transitions
* Style may not be quite college level in sophistication and precise wording
* There may be major errors that make reading difficult at times

**D=INADEQUATE BUT SOME REDEEMING QUALITY**

The D paper has more severe weaknesses than the C paper, but is not a bungled attempt that would earn an F.

* may have a decent thesis even though the paper does not really address it.
* may show that you are paying attention to the requirements but still struggling to understand them.
* may have severe grammar problems that demonstrate core deficiencies as opposed to a few understandable mistakes in an otherwise consistent pattern of Standard English.

**F=WAY OFF—A BUNGLED ATTEMPT**

The F paper has serious deviations

* way off on the assignment requirements for topic, length, sources, or other;
* shows little evidence of thoughtful analysis
* has major writing deficiencies, such as incoherent paragraphs, lack of support, major grammar problems, and/or awkward diction, even slag.
* A plagiarized paper may also be an F, regardless of other factors.



**Grades 9-12 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Construct**  **Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehension and**  **Written**  **Expression** | The student response   demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis;   addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is **consistently appropriate** to the task, purpose, and audience;   uses **clear** reasoning supported by **relevant** text- based evidence in the development of the claim or topic;   is **effectively** organized with  **clear and coherent** writing;   establishes and maintains an  **effective** style. | The student response   demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;   addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;   uses **mostly clear** reasoning supported by **relevan**t text- based evidence in the development of the claim or topic;   is organized with **mostly clear and coherent** writing;   establishes and maintains a  **mostly effective** style. | The student response   demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;   addresses the prompt and provides **some** development of the claim or topic that is **somewhat appropriate** to the task, purpose, and audience;   uses **some** reasoning and text-based evidence in the development of the claim or topic;   demonstrates **some** organization with **somewhat coherent** writing;   has a style that is **somewhat effective**. | The student response   demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;   addresses the prompt and provides **minimal** development of the claim or topic that is **limited in its**  **appropriateness** to the task, purpose, and audience;   uses **limited** reasoning and text-based evidence;   demonstrates **limited**  organization and coherence;   has a style that is **minimally effective**. | The student response   demonstrates **no comprehension** of ideas by providing an **inaccurate or no** analysis;   is **undeveloped and/or inappropriate** to the task, purpose, and audience;   includes **little to no** text- based evidence;   **lacks** organization and coherence;   has an **inappropriate** style. |
| **Knowledge of Language and**  **Conventions** |  | The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r. | The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors  in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning**  **is generally clear.** | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |



**Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric**

|  |  |  |  |  |  |
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| **Construct**  **Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Written**  **Expression** | The student response  • is **effectively** developed with narrative elements and is **consistently appropriate** to the task;  • is **effectively** organized with  **clear and coherent** writing;  • establishes and maintains an  **effective** style. | The student response  • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task;  • is organized with **mostly clear and coherent** writing;  • establishes and maintains a  **mostly effective** style. | The student response  • is developed with **some** narrative elements and is **generally appropriate** to the task;  • demonstrates **some** organization with **somewhat coherent** writing;  • has a style that is **somewhat effective**. | The student response  • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task;  • demonstrates **limited**  organization and coherence;  • has a style that has **limited effectiveness**. | The student response  • is **undeveloped and/or inappropriate** to the task;  • **lacks** organization and coherence;  • has an **inappropriate**  style. |
| **Knowledge of Language and**  **Conventions** |  | The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r. | The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and  usage that **occasionally impede understanding,** but the **meaning is generally clear**. | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics,  grammar, and usage **impede understanding**. |

NOTES:

• The reading dimension is **not** scored for elicited narrative stories.

• The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.

• Tone is not assessed in grade 6.

• Per the [Louisiana Student Standards,](http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-12-ela-standards.pdf?sfvrsn=34) in grades 3-5, narrative elements may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, and developing characters’ motives. In grades 9 and 10, narrative elements may include, in addition to the grades 3-8 elements, creating one or more points of view and constructing event models of what happened. The elements to be assessed are expressed in the grade-level standard W.3..

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| **TEST Question REDO (for Ds & Fs)**  **Directions:**   1. **Choose up to four questions that you got wrong.** 2. **Write the question number in the box provided.** 3. **Explain AND support either your reason for choosing the answer you did (if you still believe it to be true) or your understanding of what you did wrong initially and why your new answer is correct. (ICE)** | | | |
| Full Name : | | | # Hour: |
| Test Name: | | | |
| to 5 points apiece, so up to 2 letter grades higher based on effort and accuracy | # |  | |
| points  awarded |
| # |  | |
| points  awarded |
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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_

FINAL Works Cited ASSIGNMENT

For any research paper, you are required to complete the research, analyze the literature, use the evidence from the text to support your ideas, and create a works cited page to provide evidence of you research. Your assignment is to take the materials that we have read over the semester and create a works cited page to culminate the “research” and analysis that you have done.

1. Use the chart (on the back) to record your works cited entries from the passages each week in order to complete your final works cited page.
2. Keep Paired Passage Assessments together **and in numerical order in your binder**. Make sure each is **corrected and complete**. Your score will be calculated weekly. Paired passages are due on Fridays.
3. Using the model format below, create a final works cited/works consulted list for each of the paired passage assessments from this grading period. **This should be done on a separate sheet of paper (typed or handwritten).** **Don’t forget the hanging indent.**

REMEMBER: THEY MUST BE IN ALPHABETICAL ORDER.

Other resources that are available to help with this:

www.mla.org

Citationmachine.net

Easybib.com

owl.english.purdue.edu

titled and centered

1. Attach your completed Works Cited/ Consulted to this sheet.

Works Cited/Consulted

Hamilton, Edith. Mythology. New York: Back Bay Books, 1998

Kirby, Dan, and Tom Liner. *Inside Out: Developmental Strategies for Teaching Writing*. Portsmouth, NH: Boynton/Cook, 1981.

Mare, Walter de la. "Sayings of the Week." *Observer: The London Edition* [London] Print, dated 12 May 1929

Smith, John. "Obama inaugurated as President." *CNN.com*. Cable News Network, 21 Jan. 2009. 1 Feb. 2014.

not numbered, but in alphabetical order

Notice the hanging indent

**Use this practice chart to record your works cited entries for creating your final works cited assignment.**

|  |  |  |
| --- | --- | --- |
| **Source** | **Works Cited Entry**  **DO NOT FORGET THE HANGING INDENT** | **Alphabetical Order** |
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| **Final Assignment Works Cited Rubric** | | |
| **Name:** | **Teacher:** | |
| **Date:** | **Class:** | |
| Completed Practice Chart | | Score: |

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| --- | --- | --- | --- | --- |
|  | **EXCEEDS CRITERIA 3** | **MEETS CRITERIA2** | **APPROACHES 1** | **DOESN'T MEET0** |
| **Title of Page** | Works Cited title is typed and centered at the top of the page. | Works Cited title is centered at the top of the page. | Works Cited title is not centered or another title is used. | The page has no title. |
| **Alphabetical Order of Citations** | All citations are in alphabetical order by the first word of the citation (excluding a, an, and the). | Most citations are in alphabetical order by the first letter of the citation (excluding a, an, and the). | Some citations are in alphabetical order by the first letter of the citation (excluding a, an, and the). | No appearance of alphabetization. |
| **Indentation of Lines** | All citations begin at the left margin with the following lines in a hanging indent with no other marks or words. | All citations begin at the left margin with each of the following lines in a hanging indent. | Citation indentation is reversed, with the first line indented and the following line at the margin  or otherwise incorrect. | No indentation of lines. |
| **Order of Elements and Completeness of Citations** | All citations have all the required elements in the proper order. | Most citations have all the required elements in the proper order.. | Some citations have all the required elements in the proper order.. | None of the citations have all the required elements in the proper order. |
| **Grammatical Correctness** | All citations have correct spelling and capitalization of titles and other elements. | Most citations have correct spelling and capitalization of titles and other elements. | Some citations have correct spelling and capitalization of titles and other elements. | No citations have correct spelling and capitalization of titles and other elements. |
| **Punctuation** | All citations contain the proper punctuation. | Most citations contain the proper punctuation. | Some citations contain the proper punctuation. | None of the citations contain the proper punctuation. |
| **Completeness** | All sources are cited. | ALL sources are cited. | Most sources are cited. | Some of the sources are cited. |