

We need to read through what Kiernan wrote below for the PAL announcement. Does it work for us?

Announcement to Parents in PAL:

Info about 8th grade English Gradebook:

Assignment Types

SUMMATIVE scores: count toward the class grade, are usually the tests/quizzes/independent projects that show student performance level

FORMATIVE scores: do not count toward class grade, show student progress on practice activities

PROCESS scores: do not count toward class grade

Proficiency Levels

MASTERY = Above standard, exceptional understanding/skill level

PROFICIENT = At standard, solid understanding/skill level

APPROACHING = Close to standard but not quite there; progressing

DEVELOPING = Below standard, partial understanding/ skill level

BEGINNING = Far below standard, minimal understanding/skill level

Remember, you can redo assignments and retake tests to improve your proficiency level (and ultimately your grade). If you are approaching, developing, or beginning on assessments, you should seek additional help from your teacher.

Assignments (learning targets) in each category:

NOTE: We need to agree upon points assigned for each of these standards.

CATEGORY #1: READING:

Name:	Assignment Type:	Description:	Note:
Textual Evidence	Summative	SUMMATIVE: Use textual evidence to support analysis of literature	<p>Students wrote responses to literary texts in which they had to analyze different story elements using evidence from the text to support their ideas. For mastery, they must also correctly cite the evidence by providing page numbers or line numbers indicating where they located the evidence in the text.</p> <p>Story elements: setting plot map protagonist antagonist dynamic & static characters characterization point of view (1st & 3rd person) conflict (internal, external - 3 types)</p> <p>Standard RL.8.1</p>
GradeLevelRdg	Summative	SUMMATIVE: Independent reading at 8th grade level text complexity	<p>Students have the entire quarter to demonstrate that they have read at least 2 book (generally novel, 200+pages). To achieve proficiency, those books need to be in the higher end of text complexity (1000+ Lexiles) or a “Challenge” book (get teacher’s approval for challenge books). See student Independent Reading handout for the scoring rubric. For students with lower SRI reading ranges, they can achieve APPROACHING by reading two books in their independent reading range.</p> <p>RL.8.10</p>

Line/Event Analysis	Summative	SUMMATIVE: Analyze how specific lines/events reveal aspects of a character or propel story's action	<p>Students wrote responses to literary texts in which they had to analyze how specific lines, dialogue, or actions in a story contribute to an understanding of a character's personality or motivations.</p> <p>Students wrote responses to literary texts in which they had to analyze how specific lines, dialogue, or actions in a story contribute to how events unfold in a story.</p> <p>For mastery, students must also correctly cite their textual evidence.</p> <p>Standard: RL.8.3</p>
PointView Analysis	Summative	SUMMATIVE: Analyze the effects of the points of view of a story	<p>Students wrote responses to literary texts in which they had to identify the point of view of a story and then explain the impacts/effects that point of view, as well as the reason the author chose that particular point of view.</p> <p>Point of View terms: 1st person point of view 3rd person point of view: limited, omniscient</p> <p>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.8.6</p>

We need to discuss the highlighted portion. The actual standard seems more complex than what we are asking kids to do. Maybe we start with our original idea...and add the more sophisticated thinking later? I think it is focusing more on characters' & audience perspective than on who the narrator is (i.e. dramatic irony). What do you think?

CATEGORY #2: WRITING:

Name:	Assignment Type:	Description:	Note:
Inform.Ideas/Content	SUMMATIVE	SUMMATIVE: Write informative texts with well-developed ideas & content	<p>Student wrote an INFORMATIONAL/EXPLANATORY PARAGRAPH and was scored on IDEAS & CONTENT -- the development of topic through relevant, well-chosen details.</p> <p>Students will be writing more paragraphs this quarter, building up to a literary analysis essay for 2nd Quarter.</p> <p>Standard W.8.2b</p>
Inform.Organize	SUMMATIVE	SUMMATIVE: Write informative texts with clear organization	<p>Students wrote an INFORMATIONAL/EXPLANATORY PARAGRAPH and was scored on ORGANIZATION -- topic is clearly introduced, ideas are well organized, and a there is a concluding statement or section.</p> <p>Students will be writing more paragraphs this quarter, building up to a literary analysis essay for 2nd Quarter.</p> <p>Standard W.8.2a, W.8.2f</p>
Writing.Process	PROCESS	PROCESS: Ability to use all parts of the Writing Process to improve one's writing	<p>Students were evaluated on ability to independently use all parts of the writing process. Mastery indicates an ability to use all steps independently throughout the process, not necessarily in the "typical" writing process order.</p> <p>Standard: W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>

CATEGORY #3: SPEAKING & LISTENING:

No standards assessed this quarter.

CATEGORY #4: LANGUAGE:

Name:	Assignment Type:	Description:	Note:
Conventions	FORMATIVE	FORMATIVE: Correctly use capitalization, punctuation, & spelling.	We need to determine wording here. List standard as well.
Word Choice	SUMMATIVE	SUMMATIVE: we need to relook at the Language standards for 8 th grade and figure out which one really fits here. Otherwise, we need a new language standard to focus on....or just delete this one.	We need to determine wording here. List standard as well.