

Student Proficiency Outcome Record Sheet

Student Name: _____

English 1, 1st Block

Outcome	Proficient	High Performance	Student Evidence
1. Write an objective summary of the text.	Three to four sentences. Answers: Somebody Wanted? But? OR So?	<p>Three to four sentences. Answers: Somebody Wanted? But? OR So?</p> <p>Includes information about character motivation/explains cause of resolution.</p> <p>Includes theme statement</p>	<p>Plot graph</p> <p>Explanation of conflict</p> <p>Summary statements</p> <p>Theme statement</p>
2. Cite evidence from the text to support main ideas.	<p>Minimally supports claim</p> <p>Cites evidence explicitly stated</p> <p>Relationship between evidence and claim is correlated but is not fully explained</p>	<p>Supports claim fully</p> <p>Cites evidence that is implied and explicit</p> <p>Includes the most relevant evidence</p> <p>Relationship between evidence and claim is correlated and fully explained</p>	<p>Statement/claim</p> <p>Textual evidence</p> <p>List</p> <p>Paragraph</p> <p>Newspaper article</p> <p>RAFT</p> <p>Report Card</p> <p>Investigation</p>
3. Uses the appropriate graphic organizer to annotate texts.	<p>Completes teacher-generated graphic organizer</p> <p>Comments are relevant to text and demonstrate that students have processed the information</p> <p>5 – 10 thoughtful annotations</p>	<p>Can choose or create a graphic organizer appropriate to text</p> <p>Makes real world connections, text to text connections</p> <p>Demonstrates a depth in understanding of the text; goes beyond surface connections</p> <p>10 or more thoughtful annotations</p>	<p>On paper: question, comment, relate, summary, so statement</p> <p>Completed graphic organizers (T-chart, Venn Diagram, Circle chart, plot graph)</p> <p>Double-sided notes or journal</p> <p>Illustrations</p>

<p>4. Determine why the author selected one word over another and how those words contribute to characterization, setting, mood, and tone.</p> <p>5. Use context clues and word knowledge to determine the meaning of unfamiliar words.</p>	<p>Uses knowledge of prefixes, suffixes, and root word to determine the meaning of unfamiliar words</p> <p>Uses “sounds like a word I already know” strategy</p> <p>Looks for restatement in the sentence</p> <p>Recognizes the emotional connotation of a word</p> <p>Lists synonyms for emotional word</p> <p>Read what comes before and after an unfamiliar word to see if an author gives me clues as to what it means</p>	<p>Looks for key words in sentences that trigger same or opposite</p> <p>Substitutes known words for unknown words</p> <p>Sees similar words and groups them under their contribution to characterization, setting, mood, and/or tone</p> <p>Can explain the subtle differences in the meaning of synonyms</p>	<p>Words and definitions</p> <p>Frustration model</p> <p>Trading cards</p> <p>Presentations</p> <p>Animoto</p> <p>Word diagram</p>
<p>6. Compare and contrast how different authors and artists treat the same subject matter and symbols.</p>	<p>Recognizing a common subject, theme, or symbol</p> <p>Completing a teacher made compare/contrast graphic organizer</p> <p>Has 1-2 pieces of textual evidence</p>	<p>Makes the comparison independently</p> <p>Creates and completes own graphic organizer</p> <p>Has 3-5 pieces of textual evidence</p>	<p>Venn Diagram</p> <p>Double-sided notes</p> <p>Annotations</p> <p>Paragraph</p> <p>Spectrum</p>
<p>7. (9th grade) Find the conflict and resolution and use details to explain how they create the theme. (10th grade) Analyze how the parts of the plot and specific details interact to develop the theme/main idea of a text or to create the overall effect of mystery, tension,</p>	<ul style="list-style-type: none"> • Define and identify the protagonist • Define and identify the antagonist • Define climax and resolution • Define theme • Identify internal and external conflicts • Identify when and how the conflict was introduced • Identify the resolution of the central conflict • Examine how the conflict changes the main character • Write a theme statement that 	<ul style="list-style-type: none"> • Define epiphany • Analyze how the conflict is used to build suspense • Categorize the climax as the highest point of suspense or as the turning point • Document evidence (3 or 4) from the text that supports my theme statement • Identify the first time the theme is introduced ○ Identify details the author uses to develop the theme 	<p>Plot graph (level detail will determine P or HP)</p> <p>Retell the story in a different order</p> <p>Create original story</p> <p>Annotated illustrations</p> <p>Character Journal</p>

<p>or surprise.</p>	<p>relates to the main conflict</p> <ul style="list-style-type: none"> Document evidence (2) from the text that supports my theme statement 	<ul style="list-style-type: none"> Analyze how the author developed and complicated the conflict Identify possible solutions to the conflict Differentiate between the central conflict and secondary conflicts Assess how the theme would change if the characters had made different choices Assess how the theme would change if the setting were different Retell a story in a different plot pattern and explain the advantage of doing so Choose a story that does not begin with the exposition and explain why the author made that choice Change the theme of a story by changing the resolution Explain how a character's decisions contribute to theme 	<p>What if statements (as related to change in story elements)</p>
<p>8. (9th grade) Identify places in the text where the author made a conscious decision to reveal or not to reveal information about a character. (10th grade) Analyze how complex characters (those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.</p>	<p>Analyze how complex characters develop over the course of the text</p> <p>Know how characters interact with other characters</p> <p>Show how characters advance the plot</p> <p>Identify character motivations</p> <p>List character traits</p>	<p>Recognize a complex character and understand his/her role in text</p> <p>Explain how the inclusion or withholding of information about a character creates suspense or tension</p> <p>Analyze how a single character makes decisions based on multiple motivations</p>	<p>Bubble charts</p> <p>Character analysis</p> <p>Character journals</p> <p>Body biography</p>
<p>9. Determine the effect that</p>	<ul style="list-style-type: none"> Define foreshadowing 	<ul style="list-style-type: none"> Indicate examples of 	<p>___Record the questions</p>

<p>flashback, foreshadowing, and pacing have on the overall effect (mystery, tension, or surprise) or theme of a story. (Marine Corps Issue)</p>	<ul style="list-style-type: none"> • Define theme • State the theme in a complete sentence • Give two to four examples from the text to support my theme statement • Explain the relationship between examples of foreshadowing (that the teacher has selected) and the central conflict • Explain how foreshadowing contributes to the theme • Connect an example of foreshadowing with a question that forms in my head 	<p>foreshadowing and/or flashback</p> <ul style="list-style-type: none"> • Explain the relationship between examples of foreshadowing and/or flashback and the central conflict • Explain how examples of foreshadowing and/or flashback develop the theme • Identify an example of foreshadowing and explain why I believe it creates suspense or why I believe it does not • Explain how the flashback contributes to character motivation and theme 	<p>that examples of foreshadowing generated __Explain why I believe foreshadowing strengthens or has no impact on the theme __In a paragraph or chart, explain the relationship between examples of foreshadowing and the central conflict __In a paragraph or chart, explain the relationship between foreshadowing and suspense __Historical letter</p>
<p>10. Analyze how the point of view of a story reveals information about the culture of the characters and the author. (consider graphic novels like <i>Persepolis</i> or <i>Mouse</i>)</p> <p>(Nonfiction) Explain how the author's point of view reveals the audience and purpose of a text. (10th grade) Also, explain how the author's point of view affects the main idea.</p>	<p>Evaluate the speaker's logic and determine his/her reliability</p> <p>Determine the culture of the author/narrator and list some characteristics of the culture</p> <p>List information about the author/narrator</p> <p>Determine the author/narrator's attitude toward the culture by using textual evidence</p> <p>Record information that reveals the audience of the text</p> <p>List information that indicates the author's purpose</p> <p>Determine tone</p> <p>Recognize bias</p>	<p>Determine the author/narrator's relationship to his/her culture (embrace, defend, escape)</p> <p>How is the author/narrator a product of his/her culture</p> <p>Analyze how the author creates the character's/his/her tone toward the culture</p> <p>Use textual evidence to prove author bias</p> <p>Refute the author's claim with evidence from another source</p>	<p>Talk show</p> <p>Point of view journal entry</p> <p>RAFT</p> <p>Word sort</p> <p>Spectrum (multiple perspectives on a topic or multiple reasons for an outlook)</p> <p>Mobile</p> <p>Double-sided notes</p>

<p>11. (10th grade) Analyze how an author uses and transforms source material (like a known plot or character) and changes it to meet his/her own purpose.</p>			
<p>12. (9th grade) Identify the thesis, topic sentences, specific evidence, and elaboration in a text and explain how they work together to accomplish the purpose of the author. (10th grade) Analyze, in detail, how the author develops and clarifies the central idea of the text through rhetoric, logic, emotional appeals, etc.</p>	<p>Determine author, purpose, and main idea of a text</p> <p>Indicate the thesis, topic sentences, and specific evidence in a text</p> <p>Explain how the topic sentence is related to the thesis</p> <p>Explain how the specific evidence supports the topic sentence</p> <p>Explain the structure of the text; recognize claim, counter claim, and conceding</p> <p>Recognize transition and connection words</p>	<p>Explains why an author chose the order of the information</p> <p>Explain how the author connects ideas within the text</p> <p>Analyze how the authors supports and develops his/her claim</p> <p>Evaluate the author's use of rhetoric, logic, and/or emotional appeals</p>	<p>Outline</p> <p>Highlighting</p> <p>Graphic organizers</p> <p>Uses that in own writing</p> <p>Interview</p> <p>Expert panel</p> <p>Critique</p> <p>Poster</p> <p>Essay</p> <p>Mobile</p>
<p>13. Analyze, in detail, why an author chose to include the information, how he/she connects ideas in the text, and why he/she put them in that order. (What further questions would you ask the author?)</p>	<p>Determine author, purpose, and main idea of a text</p> <p>Indicate the thesis, topic sentences, and specific evidence in a text</p> <p>Explain how the topic sentence is related to the thesis</p> <p>Explain how the specific evidence</p>	<p>Explains why an author chose the order of the information</p> <p>Explain how the author connects ideas within the text</p> <p>Analyze how the authors supports and develops his/her claim</p> <p>Evaluate the author's use of rhetoric, logic, and/or emotional</p>	<p>Outline</p> <p>Highlighting</p> <p>Graphic organizers</p> <p>Uses that in own writing</p> <p>Interview</p> <p>Expert panel</p>

	<p>supports the topic sentence</p> <p>Explain the structure of the text; recognize claim, counter claim, and conceding</p> <p>Recognize transition and connection words</p>	appeals	<p>Critique</p> <p>Poster Essay</p> <p>Mobile</p>
14. (10 th grade) Evaluate the argument, reasoning, and specific claims in a text for reliability, importance, and sufficiency.			
16. Analyze U.S. documents and determine how the theme, general idea, or central idea is developed.			
17. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing your own clearly.	<p>Initiate and participate effectively in one-on-one discussion, group discussion, and teacher-led discussion</p> <p>Work collaboratively with peers</p>	<p>Come to discussions prepared</p> <p>Refer to evidence to support your point</p> <p>Establish fair rules for discussion</p> <p>Present differing opinions</p> <p>Respond thoughtfully to diverse perspectives</p>	<p>Speeches</p> <p>Literature circles</p> <p>Collaborative groups</p> <p>Tea Party</p> <p>Group work/notes</p>
<p>18.</p> <p>Writing</p> <p>Students will construct the rubric for this outcome as the semester progresses.</p> <p>1. Use the writing process.</p> <p>2. Use a thesis, topic</p>			

<p>sentences, support (facts, examples, statistics, anecdotes, details from texts), and elaboration in written work.</p> <p>3. Demonstrate a wide range of vocabulary; use the best word, not any word.</p>			
<p>19. Grammar and mechanics Students will consolidate focused corrections. 1. Demonstrate understanding of Standard English grammar and usage when writing and speaking.</p>			
<p>20. Real World 1. Set personal goals and monitor progress toward them. 2. Understand and practice PRIDE</p>	<ul style="list-style-type: none"> • Set academic goals • Set personal goals • List what I must do everyday to accomplish my academic goals • List what I must do everyday to accomplish my personal goals • I can explain why I am or am not accomplishing my academic goals • I can explain why I am or am not accomplishing my academic goals • Communicate when I need assistance meeting my goals • Help the teacher find ways to reward me for accomplishment • Be civil to others even when I am have a problem • Use appropriate language • Keep my personal electronic devices out of sight • Remain on approved web sites 	<ul style="list-style-type: none"> • Figure out when I am not meeting my goals and adjust my behavior • Reward myself for meeting my goals • Encourage others to meet their goals • Model appropriate language • Assist others without “giving” them the answers or allowing them to copy my work • Attack the idea not the person • Ask how to achieve HP on assignments • Be here and on time 88 out of 90 days, or even every day 	<p>___ Write and say my personal goals</p> <p>___ Write and say the necessary steps to complete my personal goals</p> <p>___ Write and say my academic goals</p> <p>___ Write and say the necessary steps to complete my personal goals</p> <p>___ Reflect on my goals verbally and in writing</p> <p>___ Choose a specific positive behavior to practice everyday</p> <p>___ Demonstrate work toward my goals through behavior, discussion, and physical evidence</p>

- Do my own work
- Ask others for help without relying on them for the answer
- Come to class 84 out of 90 days
- By on time for class
- Complete and turn in assignments
- Do my best
- Ask the teacher for help or clarification
- Come during remediation for assistance
- Return necessary paperwork

- ___ Accept consequences without argument
- ___ Show up for lunch detention
- ___ Help the teacher design a reward system for me
- ___ Eventually behave and do my work without a physical reward
- ___ Ask the teacher or another student for assistance
- ___ Help another student through modeling, discussion, and guidance
- ___ Accept help with grace
- ___ Use appropriate language
- ___ Make substitutions for profanity
- ___ Keep my personal electronics out of sight
- ___ Remain on designated and appropriate web sites
- ___ Return necessary paperwork
- ___ Complete my assignments
- ___ Turn in my assignments
- ___ Tell the teacher if I need special understanding
- ___ Advocate for myself in an assertive, but respectful, way