



Frazier Mountain High School

Area of Assessment	A	B	C	D	F
Content- thematic analysis of literature 40 points	Author makes connections between textual support and overall main idea/ theme and thesis. Moves beyond WHAT happens and analyzes the WHY. Author has expressed unique insight, depth of thought, resulting in a convincing and enlightening paper. 36-40 pts.	Author makes connections between textual support and thesis, though some may be more stilted. The WHY is discussed, but in a more pedestrian manner, leading to more obvious conclusions or showing less depth of thought overall, yet more is still sound and interesting. 32-35 pts.	Author wavers in connection between textual support and thesis. Some ideas are unoriginal or only skim the surface of the novel's content. The thematic ideas may not be incorporated throughout the essay well, resulting in a weaker argument overall. 28-31 pts.	Author has little connection between textual support and thesis, or does not explore the WHY, simply identifies elements to outline the plots of the novel. Essay may be unoriginal in thought, leading to a reiteration of already stated facts and observations. 24-27 pts.	Author has failed to focus the text itself, relying instead on research to analyze the time period or author without using adequate textual reference for a substantiated claim. The essay lacks depth and does not interpret text, simply revisits and summarizes. 20-23 pts.
Style, organization, clarity of main idea 35 points	Overall fluent and focused essay. Paragraphs are framed with connections to claims/thesis and are organized by idea. Transitions aid in fluency and author's prose incorporates textual support in a sophisticated manner. Intro and conclusion aid in power of the essay. 32-35 pts.	Paper is mostly focused and fluent. Paragraphs contain connections to thesis/claim, though perhaps not as explicitly at times. Transitions are present between paragraphs and leading into textual support. Intro and conclusion frame essay. 28-31 pts.	Paper focus wavers or fluency is interrupted at times. Paragraphs are organized but not in the most logical way. Transitions may be mundane and paragraphs may contain more implicit than explicit connections to the thesis/claim. Intro and conclusion may contain more "fluff" than substance. 24-27 pts.	Paper is organized in a logical manner, and the connections between paragraphs may be vague. Implicit connections to the main idea throughout. Lacks some transitions and perhaps quotes are simply "plopped" into prose. Mundane intro and conclusion. 21-23 pts.	Paper lacks any fluency or organization of ideas. Focus wavers drastically. The main idea gets lost along the way. Lacks transition or explicit connections between ideas. Textual support chops up prose. Intro or conclusion may be irrelevant or omitted altogether. 17-20 pts.
Support- adequate support and textual analysis from primary source novel, balanced with commentary A minimum of 2 secondary source citations from a variety of secondary sources; limited to 2 block quote 35 points	Abundant use of textual support from novel adds to the power of the essay. Support is applicable to author's main ideas and is used to guide the essay. Secondary source support aids in the analysis and provides additional insight that, proves depth of thought. 32-35 pts.	Good use of textual support from the novel, which is applicable to the main idea, but perhaps less explicitly at times. Secondary source support may not be as well-integrated, perhaps. 28-31 pts.	Textual support is adequate, although not very thorough. Student seems to try to incorporate text, although some is not connected to the overall main idea. 24-27 pts.	Textual support is present, but sparse. Student omits a source, including less than the required 4. Support may be irrelevant to the main idea at times. 21-23 pts.	Student fails to use textual support from novel and secondary sources. Textual support does not indeed align with the main idea of the essay at all. 17-20 pts.
Conventions Grammar, spelling, subject/verb agreement, punctuation, usage (limited to "be" verbs)	Essay uses 3 rd person, active voice, present tense, with strong verbs and a variety of sentence structures. Has clearly been proofread, as errors are sparse and language is, in turn,	Essay contains occasional flaws in grammar and conventions, perhaps with more repetitive sentence structures or more common language. May have missed some of the more difficult	Essay contains obvious errors in grammar and conventions throughout, although they do not detract from the meaning. Language usage is basic sentence structure is basic but still conveys the point.	Essay is peppered with errors in grammar and conventions and frequently must be re-read to follow the ideas. Language and structure begin to distract from the meaning, lacking the maturity of the	It seems as though the essay was not proofread at all. Various errors in usage, grammar, and conventions distract greatly from the ideas and mar the essay to the point of incoherence.

ELA has a deep history of assessments and rubrics. The Lead English teacher has created the ERWC writing binder that is followed by the ELA department. Families and students understand the expectations of each grade level and plan for the different projects that are assigned each year. This standing tradition, adds layers to the complexity of the projects that are being presented.

Green
2019-20

EMHS Assessment Data Analysis Sheet

Date: Sept 2019

Teachers: Carolyn Chapman

Subject Area: ELA 11 IEA GREEN

Type of assessment analyzed:
 Benchmark:
 Format & concepts tested:
 X CFA

Format: Green IEA from Illuminate Database

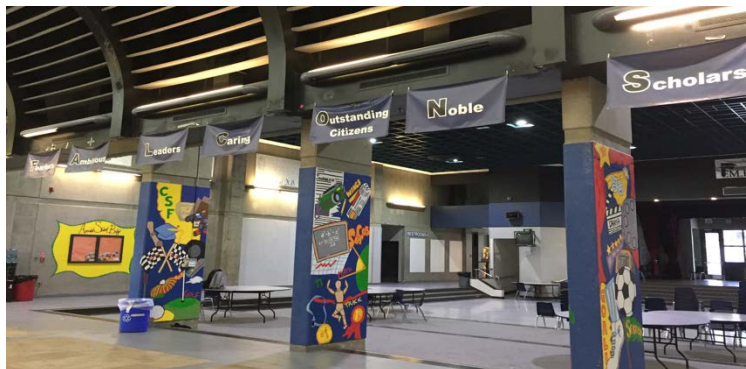
Standards/Concepts tested:
 RL.11-12.1: Citing text evidence to support analysis.
 RL.11-12.2: Determining theme.
 RL.11-12.3: Analyzing the impact of author's choices (style, characterization, plot, setting).
 RL.11-12.4: Determining the meaning of words and phrases as they are used in the text.
 RL.11-12.10: Being able to read and comprehend complex texts.
 W.11-12.2: Being able to write complex ideas.
 W.11-12.9: Being able to draw evidence from texts.

Strengths of students: The vast majority of the students did a great job on this assessment. The students did a good job with determining the meaning of words and phrases as they are used in the text. They also did well with reading and comprehending complex texts, and analyzing the impact of the author's choices.

Areas of weakness: By examining the demographic data, I can see that there are four separate groups that need additional instruction. I will need to focus re-teaching efforts on just a few students.
 Questions to re-teach: Q19, Q5, Q18, Q8, Q3, Q9.
 Standards: RL.11-12.1; RL.11-12.10; RL.11-12.2; RL.11-12.3; W11-12.2; W11-12.9.

Instructional Strategies to be used to address areas of weakness: Students will be given an opportunity to examine their incorrect answers, and to determine what the correct answer should be. In the process, it should be revealed to them if they didn't read carefully enough, didn't find the text evidence, or perhaps didn't understand what the question was asking. As they practice this more, they will begin to understand what they need to modify for future testing. In addition, I will need to target instruction to just a few students on Q19, Q5, Q18, Q8, Q9, and Q3.

The form to the left helps to track the students' progress throughout the 4 years of high school. The familiarity of the expectations from all stakeholders only strengthens the validity of the assessment. Students review their scores with the teacher and then share it with their parents. Siblings of families help with the long-standing tradition.



Along with the tradition set by the English department, the students and families are proud of their community high school. The FALCON acronym is branded around the campus as a reminder to students, faculty, and parents of the commitment to the community.