

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/ thesis and these. Moves beyond WHAT happens and analyzes the WHY. Author has reported unique insight, depth of thought, resulting in a convincing and engaging overall. 25-30 pts.	Author makes connections between textual support and thesis, though some may be more surface. The text is discussed, but to a more pedestrian manner, using flow devices, conclusions or overall, yet may be still sound and interesting. 20-25 pts.	Author writes in connection between textual support and thesis, though some may be more surface. The text is discussed, but to a more pedestrian manner, using flow devices, conclusions or overall, yet may be still sound and interesting. 20-25 pts.	Author has little connection between textual support and thesis, or does not explore the WHY, simply identifies elements to analyze the plot of the novel. Some may be unique in thought, leading to a interpretation of clearly stated facts and observations. 15-20 pts.	Author has failed to focus the text, using instead an attempt to analyze the time period or author without using adequate textual evidence for a substantiated claim. The essay lacks depth and does not represent text, simply repeats and summarizes. 10-15 pts.
Style: organization, clarity and fluency of ideas, focus on main idea 35 points	Clear. Paragraphs are framed with connections to main idea and organized by idea. Transitions are present between paragraphs and leading into textual support intro and conclusion frame essay. 25-30 pts.	Paper is mostly focused and clear. Paragraphs contain connections to thesis/main idea, though paragraphs are not as fluidly at times. Transitions are present between paragraphs and leading into textual support intro and conclusion frame essay. 20-25 pts.	Paper focuses writers or fluency is interrupted at times. Paragraphs are organized but not in the most logical way. Transitions may be more and paragraphs may contain more implicit than explicit connections to the thesis/main idea and conclusion may contain more "fluff" than substance. 15-20 pts.	Paper is organized in an logical manner, and the connections between paragraphs may be vague, implicit connections to the main idea throughout. Lacks some transitions and perhaps some are empty. "Jumped" into prose. Mundane intro and conclusion. 10-15 pts.	Paper lacks any fluency or organization of ideas. Focus wanders distractingly. The main idea may be along the way. Lacks transitions or explicit connections between ideas. Textual support does not serve into or conclusion flow in evident or limited altogether. 5-10 pts.
Support: adequate support and textual analysis from primary source text, balanced with commentary. A minimum of secondary source citations from a variety of secondary sources, limited to 3 block quote 25 points	Abundant use of textual support from novel adds to the power of the essay. Support is applicable to author's main idea and is clearly used to analyze the secondary source support and provides additional insight into, precise depth of thought. 25-30 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. 20-25 pts.	Textual support is adequate, although not very thorough. Student seems to try to incorporate text, although some may not be well integrated. 15-20 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. 10-15 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. 5-10 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. High errors are sparse and language is, in fact, clear. 25-30 pts.	Essay contains occasional flaws in grammar and conventions, perhaps with more repetitive sentence structures or less correct language. May have missed some of the more difficult. 20-25 pts.	Essay is peppered with errors in grammar and conventions, and frequently may be repeated to follow the idea. Language and structure begins to dip off from the opening and may focus on the point of incoherence. 15-20 pts.	It seems as though the essay was not proofread at all. Various errors in usage, grammar, and conventions distract greatly from the point of incoherence. 10-15 pts.	

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

FMHS Assessment Data Analysis Sheet

Date: Sept 2019

Teachers: Carolyn Chapman

Subject Area: ELA 11 HA GREEN

Type of assessment analyzed:

Baseline:

Format & concepts tested:

X CFA

Formart: Green IEA from Illuminate Database

Standards/Concepts tested:

RI.11-12.2: Determining theme.

RI.11-12.3: Analyzing the impact of author's choices (style, characterization, plot, setting).

RI.11-12.4: Determining the meaning of words and phrases as they are used in the text.

RI.11-12.5: Analyzing how an individual, a group, or an institution is represented in a text.

W.11-12.2: Being able to write complex ideas.

W.11-12.5: 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.

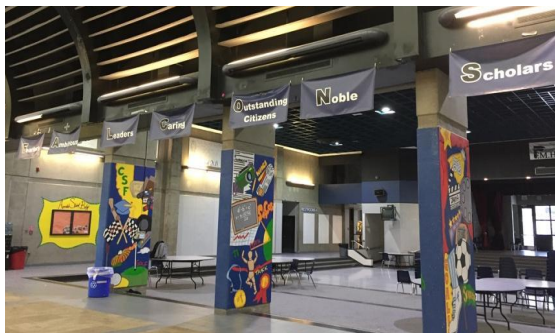
Areas of weakness: By examining the demographic data, I can see that there are four separate groups that need additional instruction. I will need to focus re-teaching efforts on just a few students.

Questions to re-teach: Q19, Q5, Q18, Q9, Q3, Q9.

Standards: RI.11-12.1; RI.11-12.10; RI.11-12.2; RI.11-12.3; W.11-12.2; W.11-12.5.

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, Q9, and Q3.

The form to the left helps to track the students' progress throughout the four 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 (Falcons will be: Articulate communicators, Life-long critical learners, College and career professionals, Outstanding citizens, iNnovative in Technology, and Scholars) is branded around the campus as a reminder to students, faculty, and parents of the commitment to the community.