

Learning Goals and Scales
2015-16

Rigorous Learning Goal/Scale

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| <p>Course: ESL 2</p> | <p>Longman Keystone Level E Unit 1 - Why should we reach out to others? Students will develop English language skills necessary to listen, speak, read, and write about why people reach out to others.</p> |
| <p>Score 4 Additional Success with the complex content and concepts—inferences, novel applications</p> | <p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • In language domains of speaking and writing. <p>Student makes no major errors or omissions regarding the score 4 content</p> |
| <p>Score 3 Mastery of complex content and concepts of learning goal</p> | <p>TARGET LEARNING GOAL: The student will</p> <p>Goal 1 - read and demonstrate comprehension (at their individual level of English Language Development) of eight reading selections; two novel excerpts, two informational texts, and four poems (WIDA English Language Development Standards 1,2,4,5). After reading selections, students will discuss and write about them.</p> <p>Goal 2 - describe, employ and reflect upon reading strategies of : visualization, previewing, identifying problems and solutions, using visuals, and literary analysis including use of figurative language and poetic forms and devices.</p> <p>Student makes no major errors or omissions regarding the score 3 content</p> |
| <p>Score 2 Success with simpler content—vocabulary, foundational skills</p> | <p>The student will recognize or recall specific vocabulary or basic content, such as:</p> <ul style="list-style-type: none"> • maximize, moderation, stressful, stressors, systematic, threshold, behavior, nerves, neurons, organ, relays, system, external, interact, perspective, project, visualize, environment, factors, individual, respond, unique, analyze, concept, conclude, occur, precisely, schedule, adaptable, analytical, function, logical, process, react, characterization, setting, figurative language, allegory, narrative poem, irony, meter, rhyme scheme, stanza, sonnet, quatrain, couplet, ballad, haiku, free verse <p>The student will perform basic skills or process, such as:</p> <ul style="list-style-type: none"> • identify previously known vocabulary • identify vocabulary words and definitions • derive meaning from vocabulary used in context • produce written documents that incorporate original use of new vocabulary <p>Student makes no major errors or omissions regarding the score 2 content</p> |
| <p>Score 1</p> | <p>With help, student achieves partial success at score 2 content and/or</p> |

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| Partial success with help | score 3 content |
| Score 0 No success even with help | Even with help, no success |