

Learning Goals and Scales  
2015-2016

**Rigorous Learning Goal/Scale**

<p><b>Course: ESL 1</b></p>	<p><b>Longman Keystone Level D Unit 2 - How are Growth and Change Related?</b> Students will develop English language skills necessary to listen, speak, read, and write about growth in both a literal and figurative sense.</p>
<p><b>Score 4</b></p> <p>Additional Success with the complex content and concepts—inferences, novel applications</p>	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b></p> <ul style="list-style-type: none"> <li>• <b>In language domains of speaking and writing</b></li> </ul> <p><b>Student makes no major errors or omissions regarding the score 4 content</b></p>
<p><b>Score 3</b></p> <p>Mastery of complex content and concepts of learning goal</p>	<p><b>TARGET LEARNING GOAL: The student will</b></p> <p><b>Goal 1</b> - read and demonstrate comprehension (at their individual level of English Language Development) of six reading selections including informational science and social studies articles, an excerpt from a novel, a folktale, and two short stories. ( WIDA English Language Development Standards 1,2,5). After reading the selections, students will discuss and write about them. Students will develop and practice skills required to write a short narrative.</p> <p><b>Goal 2</b> - describe, employ and reflect upon reading strategies of recognizing sequence, comparing and contrasting, using visuals, and making inferences, to improve comprehension.</p> <p><b>Student makes no major errors or omissions regarding the score 3 content</b></p>
<p><b>Score 2</b></p> <p>Success with simpler content—vocabulary, foundational skills</p>	<p><b>The student will recognize or recall specific vocabulary or basic content, such as:</b></p> <ul style="list-style-type: none"> <li>• Additional new vocabulary will be encountered in the readings that includes:</li> <li>• Develop, inactive, germination, embryo, protective, straighten, residents, declined, property, urban, rural, trend, process, distribution, potential, function, environment, affect, anticipation, discrimination, reaction, migration, percent, factors, region, distribution, instruct, ignore, reluctance, conduct, point of view, plot, conflict, characterization, dialogue, sarcasm.</li> </ul> <p><b>The student will perform basic skills or process, such as:</b></p> <ul style="list-style-type: none"> <li>• Identify previously known vocabulary</li> <li>• Identify vocabulary words and definitions</li> <li>• Derive meaning from vocabulary used in context</li> <li>• Produce written documents that incorporate original use of new vocabulary.</li> </ul> <p><b>Student makes no major errors or omissions regarding the score 2 content</b></p>
<p><b>Score 1</b></p>	<p><b>With help, student achieves partial success at score 2 content and/or</b></p>

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Partial success with help	<b>score 3 content</b>
<b>Score 0</b> No success even with help	<b>Even with help, no success</b>