# Rigorous Learning Goal/Scale

| Course: ESL 2 | Longman Keystone Level E Unit 2 - **What shapes our identity?** Students will develop English language skills necessary to listen, speak, read, and write about identity. |
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| **Score 4**<br><br>Additional Success with the complex content and concepts—inferences, novel applications | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**<br><br>• **In language domains of speaking and writing.**<br>**Student makes no major errors or omissions regarding the score 4 content** |
| **Score 3**<br><br>Mastery of complex content and concepts of learning goal | **TARGET LEARNING GOAL: The student will**<br>**Goal 1** - read and demonstrate comprehension (at their individual level of English Language Development) of eight reading selections; two novel excerpts, two informational texts; one social studies and the second science, one short story, an interview and poetry. (WIDA English Language Development Standards 1,2,4,5). After reading selections, students will discuss them. They will develop skills and practice expository writing.<br>**Goal 2 -** describe, employ and reflect upon reading strategies of : recognition of cause and effect, classification, identification of author's purpose, connecting ideas, and familiarization with forms of narration and elements of fiction.<br><br>**Student makes no major errors or omissions regarding the score 3 content** |
| **Score 2**<br><br>Success with simpler content—vocabulary, foundational skills | **The student will recognize or recall specific vocabulary or basic content, such as:**<br>Conflict, point of view, adapt, identity, interpret, issue, reveal, character traits, empathy, influences, inventory, relationships, tolerant, adult, attitude, categories, communication, manipulating, response, theme, suspense, achieve, adequate, construct, culture, emphasis, perception, authorized, biometric, captivity, data bank, genetic, laser, technologies, distinctive, evidence, identical, identification, invisible, visible.<br>**The student will perform basic skills or process, such as:**<br>• identify previously known vocabulary<br>• identify vocabulary words and definitions<br>• derive meaning from vocabulary used in context<br>• produce written documents that incorporate original use of new vocabulary<br><br>**Student makes no major errors or omissions regarding the score 2 content** |
| **Score 1**<br><br>Partial success with help | **With help, student achieves partial success at score 2 content and/or score 3 content** |

| Score 0 No success even with help | Even with help, no success |
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