



## TO GET CREDIT FOR THIS SEMESTER:

No major responsibility can be marked as "NoEvidence" in IC:

- Summer Homework
- Letter to Dryer
- In-class/Timed Essays
- College App Essays
- Genre Specific Essays (Bedford)
- Revised Essays
- Teaching Presentations
- Semester Final

## DEMONSTRATE CLEAR GROWTH TOWARD 4 INDIVIDUAL SELECTED GOALS:

- A - Provide compelling, thorough evidence of significant growth toward your chosen learning objectives.
- B - Evidence of growth is clear but could be more compelling.
- C - Evidence of growth is minimal.
- Evidenced by qualitative data in IC, your reflective writing (writer's memos, writer's notebook, etc.), and various artifacts.

## TO EARN AN A:

No more than 3 late assignments. No missing assignments, major or minor. All revised pieces marked "complete." Follow instructions. Completed work should be at least 90% in IC.

\*Evidenced by data collected in IC.

\*This shows you've met learning objective #8.

-Be a positive community member.

\*Evidenced by teacher observations and student self-reflection.

\*This shows you've met learning objective #9.

-Stay on top of your journey as a learner.

\*Evidenced by your own reflective writing.

\*This shows you've met learning objective #10

## POSSIBLE EVIDENCE TO CONSIDER:

Annotations	Infinite Campus
Revision process & reflection on pieces	Grade tracker
Socratic Seminars	Peer Revision
Notebook (Warm-ups, notes...)	Homework for readings
Timed writings	(paragraphs, annotations...)
Comparison of Essays	Outside help from teacher
Vocab	Presentations

## INDIVIDUAL LEARNING OBJECTIVES

Each student will select 4 of the following learning goals to focus on for growth over the course of the semester:

1. The student reads a diverse range of essays and nonfiction texts beyond assigned reading because we are human beings and a way to understand the world is through a variety of texts that expand our perception of the world and how we present the world through rhetoric.

2. The student closely reads a variety of texts carefully to arrive at unique, individual interpretations, which takes creativity, application of rhetorical strategies, sustained attention, and interacting with the text through annotation.

3. The student maintains a well-developed notebook for writing informally and analytically to explore initial responses and emerging ideas about texts, news, etc. It becomes a visible extension of the mind.

4. The student writes and revises extended pieces of writing to hone interpretations of rhetorical strategies used through individual, teacher and peer revision.

5. The student uses Socratic seminars and other discussion time to build their comprehension of the text and overall understanding of the topics at hand through close dissection, peer perspective, and metacognitive reflection.

6. The student writes timed essays to practice focused, clear thinking about complex texts & complex ideas.

7. The student pays attention to what makes good writing, revises earnestly in response to feedback to improve pieces of writing, and works diligently toward growth while keeping in mind the individualized standards selected.

## CLASS LEARNING OBJECTIVES

All student will meet the following:

8. The student hones effective student habits: meeting deadlines, following instructions, paying attention to details, managing digital tools and spaces effectively to keep track of work, and planning time to protect space to read and think in our distracted world.

9. The student is a positive community member: provides high-quality feedback to peers on their writing, participates earnestly in small group and whole-group conversations, moves through our classroom spaces (physical and digital) with kindness.

10. The student practices effective self-reflection, self-evaluation, and metacognition. Students know what they already know, what they want/need to know, what they've learned, and how well they've learned it. This will also be shown through your conscious growth of your selected standards.