



Course Name: Language Arts

Contact Information

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How students will be graded on academics

In Literacy, we will be using proficiency scales to measure student progress toward meeting the priority standards of the course. Students will engage in self-assessment, goal setting and tracking their progress throughout the course using proficiency scales specific to the priority's standards content/skills within the unit of study. Below are district definitions of each level of proficiency followed by how each level of proficiency translates into a letter grade on a student report card and transcript.

Johnston District Proficiency Scale				
Insufficient Evidence*	Beginning Success Toward the Standard	Progressing Toward the Standard	Meeting the Standard	Extending the Standard
IE	BEG	PRG	MET	EXT
The student has not provided sufficient evidence at this time to determine the level of proficiency on this standard.	The student has demonstrated partial success on the foundational skills of the standard.	The student has demonstrated foundational skills building toward the cognitive level of the standard.	The student has demonstrated the content and skills at the cognitive level of the standard.	The student has demonstrated the standard in a more cognitively complex way; extending their thinking and making application beyond the standard.

Proficiency Level	Percentage	Letter Grade
Extended (EXT)	100%	A
Meeting (MTG)	95%	A
Partially Meeting (PMT)	85%	B



Progressing (PRG)	75%	C
Beginning (BEG)	65%	D
Insufficient Evidence (IE) (Used as last resort)	50%	F

If I Don't Get Points, How Will I Know My Grade?

- A Level of Proficiency will be provided for each priority standard for this course. The Level of Proficiency will be determined by the body of evidence collected for each priority standard.
- The Level of Proficiency for all priority standards are then averaged to determine the overall letter grade for the course.
- For example - if there are six priority standards and a student's level of proficiency for them is as follows their overall grade would be an 89% or a B for the course.
 - Priority Standard 1 = Meeting - 95%
 - Priority Standard 2 = Meeting - 95%
 - Priority Standard 3 = Extended - 100%
 - Priority Standard 4 = Progressing - 75%
 - Priority Standard 5 = Progressing - 75%
 - Priority Standard 6 = Meeting - 95%

Reporting Learning Behaviors

- Grades are based solely on achievement of standards. Non-academic indicators, such as behavior, are essential but communicated separately.

Performance Levels for reporting learning behaviors:

- MET = Meeting
- PMT = Partially Meeting
- PRG = Progressing
- BEG = Beginning

Assessment Information

- In this class, students will be given various assessments throughout the duration of each unit, which may include:
 - Writing prompts



- Project creation of various forms
- Students will complete an end of unit performance assessment. This assessment will take the form of a project, paper, test, or performance.
- If a student is not satisfied with their assessed proficiency level, then they can speak with their teacher about reassessment. Students will have two weeks to reassess the standard. Reassessment will take place during our core class time or W.I.N. time.

Priority Standards and Units of Instruction

Priority Standards:

- **Informational Texts** - RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **Literature** - 6.RL.10 Read and comprehend literature including stories, dramas, and poems, in the grades 6-8 text complexity band independently and proficiently to support comprehension
- **Writing Product** - W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Writing Process** - W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **Speaking & Listening** - SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes appropriate to purpose, audience, and task.
- [Course Proficiency Scales](#)

Units of Instruction:

- 1st Semester:
 - Unit 1: Surviving Through Conflict & Compromise
 - Unit 2: Persevering Through Adversity
- 2nd Semester:
 - Unit 3: Inequality, Scarcity, & Abundance
 - Unit 4: Reinvention & Change