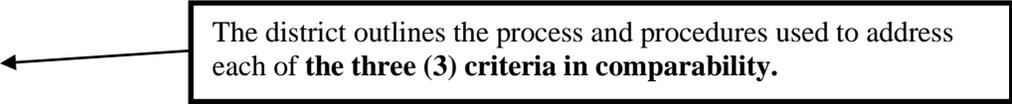


## ***Section 6: Comparability***

### **Overview of Comparability**

The district outlines the process and procedures used to address each of **the three (3) criteria in comparability.**



The purpose of this section is to provide assurances that district assessment procedures are comparable across the district in different classrooms, programs, and schools. Additionally, procedures are in place to determine comparability across years, with specific procedures for replacing assessment tasks/items.

Lander Valley High School is a traditional high school of approximately 570 students. Pathfinder High School is the alternative school that includes incarcerated youth. This population averages approximately 40 students which generally have social, emotional, and academic issues that prevent them from being on grade level upon entering and being successful in a traditional high school setting.

The two content areas (Language Arts and Health) that are being submitted for review have identical assessments in both buildings. However, because of the vast differences between the students in the two buildings, other content area assessments may not always be identical, but are comparable. When the assessments are not identical we review the comparability of them by evaluating the different assessments for cognitive ability, fairness, and alignment to standards.

A second method we use to check comparability is a review of transcripts from the two buildings to guarantee that students are being comparably assessed, i.e. number of diplomas with general, comprehensive, or advanced endorsements. The results of that study for the graduating classes of 2006 to 2008 follows. As the data shows, the number of PHS graduates are very few and only receiving general endorsements. This is clear evidence that PHS is not an easy route to a diploma or levels of proficiency.

School	Endorsement	05-06 number	05-06 percent	06-07 number	06-07 percent	07-08 number	07-08 percent
PHS	General	6	100%	4	100%	9	100%
PHS	Comprehensive	0	0%	0	0%	0	0%
PHS	Advanced	0	0%	0	0%	0	0%
LVHS	General	36	40%	52	44%	52	62%
LVHS	Comprehensive	29	33%	32	27%	32	38%
LVHS	Advanced	24	27%	34	29%	34	40%

All indicator classes in the district have developed common syllabi. Those syllabi specify content, assessments and student expectations. If there are differences between syllabi by teacher or building, a side-by-side comparison is completed to ensure comparability. Samples of the common syllabi for each Language Arts indicator class and Health indicator class are below.

**Fremont County School District #1  
Lander, Wyoming 82520**

**LANGUAGE ARTS 11 (EN211)**

Instructor Mr. Charles Patton

Phone 332-3640 ext. 2214

Classroom E204

E-mail [cpatton@fre1.k12.wy.us](mailto:cpatton@fre1.k12.wy.us)

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***Text:***

*Language of Literature: American Literature.* McDougal Littell. 2002.

***Description:***

This course explores and draws upon a wide variety of sources and contexts, such as art, music, science, history, geography, social sciences and literature. Using literature as the common thread the course will describe, analyze and understand aspects of the unique and complicated American cultural experience. The course structure will encourage students to build upon and connect knowledge gained in other disciplines through written and oral assignments. Culminating assignments will include research-oriented projects. *Students are also expected to construct and use a three-ring binder notebook and use a daily planner.*

Prerequisites: Language Arts 9 & Language Arts 10

***Wyoming Standards:***

**Advanced:** Students performing at the advanced level analyze texts to explain perspectives and common themes found across various reading materials. They understand that different text types have different organizational structures and can explain similarities and differences among features of different genres. Students apply higher order thinking skills to their interactions with text. Their writing demonstrates synthesis and analysis of ideas and themes. They apply the

skills of writing with impact on their readers in mind. Students communicate complex ideas with evidence of a deep awareness of purpose and audience through speaking and writing.

**Proficient:** Students performing at the proficient level utilize reading and writing strategies and communication skills with confidence. As proficient readers, students describe elements of literature, make inferences, distinguish fact and opinion, analyze and make generalizations, connect ideas, and support their thinking. As proficient writers, students apply a variety of writing skills to convey information and ideas for a variety of purposes and audiences.

**Basic:** Students performing at the basic level generally read, comprehend, and respond at a literal level to a variety of materials. They identify basic ideas through reading and listening. With support, students conduct research, write, and speak for a variety of purposes and audiences.

**Below Basic:** Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

### ***Requirements:***

- • Journals
- • Daily Activities
- • Quizzes
- • Observation Report
- • Compare/Contrast Essay
- • Unit Tests
- • Narrative
- • Persuasive Essay
- • Persuasive Speech
- • Critical Review
- • Unit Projects
- • Personal History Project
- • Storytelling Speech
- • News Article
- • Poetry
- • Consortium Project #1 (“Reflective Narrative”)
- • Consortium Project #2 (“Short Stories”)
- • Novel Test
- • Theme Paper

- • Dream Speech
- • Research Paper
- • Formal Letters
- • Multimedia Presentation
- • Semester Exams

### ***Grading Practices:***

- • A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%)
- • Class Activities (Homework, Daily Activities, Quizzes, Journals)=30% of Semester Grade
- • Common Assessments (Consortium Project, Semester Exam, Semester Paper, Unit Test, Semester Presentation)=70% of Semester Grade
- • Late work will be accepted for up to 7 calendar days after the due date, but it will be worth ½ credit.
- • Makeup work will be accepted according to the LVHS policy.
- • No test/quiz retakes are allowed.
- • No extra credit opportunities are available.
- • Students with special needs will be allowed appropriate modifications and accommodations as provided for in the student's Individual Education Plan.

### ***Wyoming Performance Standards:***

#### **Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.**

**Reading:** Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

#### **Students Regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.**

**Writing:** Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.

#### **Students use Listening and Speaking Skills for a Variety of Purposes and Audiences.**

**Listening:** Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others.

**Speaking:** Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student’s ability to interact successfully with others. Students need to speak for different audiences and purposes and to use speaking skills to convey messages important to their learning and, later, to their work.

### ***Units of Study:***

Enter each unit of study, the standards and benchmarks addressed by that unit. Use the TAB key to move around in the table. To insert rows, click on the table and then on the **Table** menu, point to **Insert** and click on the **Row** action you want to take. To delete rows, click on the table and then on the **Table** menu, point to **Delete** and click on **Rows**.

Units	Standards	Benchmarks	Assessments
1: Origins and Encounters	Reading	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1, 1.3.1.2, 2.1.1, 2.1.2, 2.1.3,	Journals
	Writing	2.1.4, 2.1.5, 2.1.6, 2.1.7,	Daily Activities
	Speaking/Listening	2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.8.1, 3.9.3, 3.9.4	Quizzes
			Observation Report
2: Colony to Country	Reading	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1,	Compare/Contrast
		1.3.1.2, 1.3.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5,	Essay
	Writing	2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.5,	Unit Test
		3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.6.1, 3.8.1, 3.9.1, 3.9.2,	Narrative
	Speaking/Listening		Journals
			Daily Activities
			Quizzes
			Persuasive Essay
			Persuasive Speech
			Critical Review

		3.9.3, 3.9.4, 3.9.5	
3: Spirit of Individualism	Reading Writing Speaking/Listening	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1, 1.3.1.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 3.8.1, 3.9.3, 3.9.4	Journals Daily Activities Quizzes Personal History Project Consortium Project 1 Narrative
4: Conflict	Reading Writing Speaking/Listening	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1, 1.3.1.2, 1.3.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.1.1, 3.2.1, 3.3.1, 3.5.1, 3.6.1, 3.8.1, 3.9.2, 3.9.3, 3.9.4	Journals Daily Activities Quizzes Storytelling Speech Essay Political Poster News Article Unit Test
5: Changing Face	Reading Writing Speaking/Listening	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1, 1.3.1.2, 1.3.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.1.1, 3.2.1, 3.3.1, 3.6.1, 3.7.1, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.9.4, 3.9.5	Journals Daily Activities Quizzes Poetry Consortium Project 2 Letter Theme Paper Novel Test Dream Speech
6: Modern Age	Reading Writing	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1, 1.3.2,	Journals Daily Activities

	Speaking/Listening	1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.5, 3.2.1, 3.8.1, 3.9.3	Quizzes Poetry Research Paper Letter Unit Test Journals Daily Activities Quizzes Letter to Editor Compare/Contrast Essay Multimedia Presentation Unit Project Point of View Paper
		1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1.1, 1.3.1.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 3.1.1, 3.2.1, 3.3.1, 3.6.1, 3.7.1, 3.8.1, 3.9.1, 3.9.2, 3.9.3, 3.9.4, 3.9.5	
7: War and Conflict	Reading		
	Writing		
	Speaking/Listening		

***Common Assessments:***

- Unit One Exam
- Literary Analysis
- Consortium Project #1 (“Reflective Narrative”)
- Persuasive Speech
- Semester 1 Final Exam
- Semester 2
- Informational Speech
- Consortium Project #2 (“Short Stories”)
- Literary Analysis
- Rites of passage Speech
- Semester 2 Final Exam

***Student and/or Parent Signature***

I have read and understand the requirements and content of **“Language Arts 11”**

Parent \_\_\_\_\_ Student \_\_\_\_\_

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# **Fremont County School District #1**

## **Lander, Wyoming 82520**

Course Name: Honors 11 English

Instructor	Paul C. Primrose	Phone	ext. 2112
Classroom	E203	E-mail	

### Text:

McDougal - Littel, The Language of Literature, grade 11  
The Crucible  
The Scarlet Letter  
Moby Dick  
The Great Gatsby  
The Grapes of Wrath  
Slaughterhouse-Five  
Death of a Salesman  
The Things They Carried  
Feed

### Description:

This reading-intensive course takes a chronological and in-depth look at American literature. Focusing on “classic” novels of significant length and scope, this class encourages students to consider how literary and artistic movements, as well as world events, might have shaped the American experience. Students can expect daily reading and writing assignments, and will learn to think, speak, and write about literature with an academic tone and focus in preparation for AP English.

Prerequisites: LA 9 and LA 10

Credit:1 credit    Grades:11    No. of Periods 1

### Wyoming Standards:

Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.

Reading: Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As

students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

Students Regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.

Writing: Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.

Students use Listening and Speaking Skills for a Variety of Purposes and Audiences.

Listening: Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others.

Speaking: Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student's ability to interact successfully with others. Students need to speak for different audiences and purposes and to use speaking skills to convey messages important to their learning and, later, to their work.

Requirements:

- Body of Evidence papers
- Semester Exams
- Speeches
- Papers
- Daily Activities and Projects
- Journals
- Quizzes

Grading Practices:

- A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%)
- Class Activities (Daily Activities and Projects, Quizzes, Journals)=30% of Semester Grade
- Common Assessments (Consortium Project, Semester Exam, Semester Papers, Speech)=70% of Semester Grade
- Late work will be accepted for up to 7 calendar days after the due date, but it will be worth ½ credit.
- Makeup work will be accepted according to the LVHS policy.
- Students with special needs will be allowed appropriate modifications and accommodations as provided for in the student's Individual Education Plan.

Wyoming Performance Standards:

Units of Study:

Units	Standards	Benchmarks	Assessments
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Common Assessments:

SEM 1 - LA 11 Body of Evidence paper - Personal Narrative

SEM 1 - Moby-Dick chapter presentations

SEM 1 - LA 11 Semester 1 Final Exam, with modified essay

SEM 2 - LA 11 Body of Evidence paper - The Short Story

SEM 2 - Literature Analysis paper

SEM 2 - Literature Analysis oral presentation

SEM 2 - Final Paper

SEM 2 - LA 11 Semester 2 Final Exam

Student and/or Parent Signature:

I have read and understand the requirements and content of Honors 11 English.

Parent: \_\_\_\_\_ Student: \_\_\_\_\_

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**Fremont County School District #1**  
**Lander, Wyoming 82520**  
**LANGUAGE ARTS 12 (EN311)**

Instructor Mr. Charles E. Patton

Phone 332-3640 ext. 2114

Classroom E104

E-mail [cpatton@fre1.k12.wy.us](mailto:cpatton@fre1.k12.wy.us)

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***Text:***

*The Language of Literature: World Literature.* McDougal Littell. 2002.

***Description:***

This course focuses on the application of language arts skills to everyday life. Students will apply those skills to competently accomplish daily activities in career-related or college-related areas. The course utilizes a variety of world literature, writing tasks, and oral presentations to develop effective communication techniques. Students will collect materials to create a professional portfolio.

***Wyoming Standards:***

**Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.**

**Reading:** Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

**Students Regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.**

**Writing:** Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.

**Students use Listening and Speaking Skills for a Variety of Purposes and Audiences.**

**Listening:** Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others.

**Speaking:** Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student's ability to interact successfully with others. Students need to speak for different audiences and purposes and to use speaking skills to convey messages important to their learning and, later, to their work.

### ***Requirements:***

- Consortium Projects (“The Novel” and “Words to Live By”)
- Semester Exams
- Speeches
- Papers
- Daily Activities and Projects
- Journals
- Quizzes

### ***Grading Practices:***

- A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%)
- Class Activities (Daily Activities and Projects, Quizzes, Journals)=30% of Semester Grade
- Common Assessments (Consortium Project, Semester Exam, Semester Papers, Speech)=70% of Semester Grade
- Late work will be accepted for up to 7 calendar days after the due date, but it will be worth ½ credit.
- Makeup work will be accepted according to the LVHS policy.
- No test/quiz retakes are allowed.
- No extra credit opportunities are available in Ms. Rogers' class. Mr. Patton does offer extra credit.
- Students with special needs will be allowed appropriate modifications and accommodations as provided for in the student's Individual Education Plan.

## ***Wyoming Performance Standards:***

**Advanced:** Students performing at the advanced level analyze texts to explain perspectives and common themes found across various reading materials. They understand that different text types have different organizational structures and can explain similarities and differences among features of different genres. Students apply higher order thinking skills to their interactions with text. Their writing demonstrates synthesis and analysis of ideas and themes. They apply the skills of writing with impact on their readers in mind. Students communicate complex ideas with evidence of a deep awareness of purpose and audience through speaking and writing.

**Proficient:** Students performing at the proficient level utilize reading and writing strategies and communication skills with confidence. As proficient readers, students describe elements of literature, make inferences, distinguish fact and opinion, analyze and make generalizations, connect ideas, and support their thinking. As proficient writers, students apply a variety of writing skills to convey information and ideas for a variety of purposes and audiences.

**Basic:** Students performing at the basic level generally read, comprehend, and respond at a literal level to a variety of materials. They identify basic ideas through reading and listening. With support, students conduct research, write, and speak for a variety of purposes and audiences.

**Below Basic:** Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

## ***Units of Study:***

Enter each unit of study, the standards and benchmarks addressed by that unit. Use the TAB key to move around in the table. To insert rows, click on the table and then on the **Table** menu, point to **Insert** and click on the **Row** action you want to take. To delete rows, click on the table and then on the **Table** menu, point to **Delete** and click on **Rows**.

<b>Units</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Assessments</b>
Textbook Units	Reading Writing Speaking/Listening	11.1.1.1.1, 11.1.1.2.1,	Activities/Projects
		11.1.2.1.1, 11.1.2.2.1,	Quizzes
		11.1.2.3.1, 11.1.2.4.1,	Journals
		11.1.3.1.1, 11.1.3.1.2,	Papers
		11.1.3.2.1, 11.1.3.3.1,	Speeches
		11.2.1.1.1, 11.2.1.2.1,	
		11.2.1.3.1, 11.2.1.4.1,	
		11.2.1.5.1, 11.2.1.6.1,	
		11.2.1.7.1, 11.2.1.8.1,	
		11.2.1.9.1, 11.2.2.1.1,	
		11.2.2.2.1, 11.2.2.3.1,	
		11.2.2.4.1, 11.3.1.1.1,	

		11.3.2.1.1, 11.3.3.1.1, 11.3.4.1.1, 11.3.5.1.1, 11.3.6.1.1, 11.3.7.1.1, 11.3.8.1.1, 11.3.9.1.1, 11.3.9.1.2, 11.3.9.1.3, 11.3.9.1.4, 11.3.9.1.5	
Consortium Project Units	Reading Writing Speaking/Listening	11.1.1, 11.1.2, 11.1.3, 11.2.1, 11.2.2, 11.3	"The Novel" "Words to Live By"
		11.1.1.1.1, 11.1.1.2.1, 11.1.2.1.1, 11.1.2.2.1, 11.1.2.3.1, 11.1.2.4.1, 11.1.3.1.1, 11.1.3.1.2, 11.2.1.1.1, 11.2.1.2.1, 11.2.1.3.1, 11.2.1.4.1, 11.2.1.5.1, 11.2.1.6.1, 11.2.1.7.1, 11.2.1.8.1, 11.2.1.9.1, 11.2.2.1.1, 11.2.2.2.1, 11.2.2.3.1, 11.2.2.4.1, 11.3.8.1.1, 11.3.9.1.3, 11.3.9.1.4, 11.3.9.1.5	Activities/Projects Quizzes Journals Papers
Novel Units	Reading Writing Speaking/Listening		

\*Please see the FCSD #1 website (<http://www.fcsd1.com/districtframe.htm>) for description of Standards/Benchmarks.

***Common Assessments:***

- Consortium Project "The Novel"
- Consortium Project "Words to Live By"
- Semester 1 Exam
- Semester 2 Exam
- Papers (2 per semester)
- Speeches (1 per semester)

***Student and/or Parent Signature***

I have read and understand the requirements and content of **“Language Arts 12.”**

Parent \_\_\_\_\_ Student \_\_\_\_\_

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**Fremont County School District #1**  
**Lander, Wyoming 82520**

Course Name: AP English 12

Instructor	Paul C. Primrose	Phone	ext. 2112
Classroom	E203	E-mail	

Text:

The Bedford Reader  
The Longman Reader  
Heart of Darkness  
King Lear  
One Hundred Years of Solitude  
Crime and Punishment  
Invisible Man  
Arcadia  
Collected Stories of Edgar Allan Poe

Description:

Advanced Placement English 12 students will take up a regimen of writing intended as preparation for taking the AP Exam; for reading and writing at the university level; for writing in the content areas; and for writing in the subsequent AP English Literature and Composition class. Students will develop clear, well ordered expository prose by constructing a variety of essays, themes, and writing forms derived from the work world. A portfolio of these products must be submitted as a culminating assessment. Students will also be required to develop an efficient process for writing and prewriting activities through rough drafts, peer and self evaluation, and final drafts. Emphasis will be placed on reading and understanding, and writing as an effective means tot thinking and learning. Students should expect to develop creative and critical writing and learning skills. Students should also expect to keep a daily journal; students will use that journal for in-class responses as well as for daily personal entries.

AP English Literature and Composition is a continuation of AP English Language and Composition, and as such its major goal is to assist students in improving their abilities to read, think, and communicate in speaking and writing. Students will learn to read poetry, short stories, nonfiction, and novels for their themes and representation of the human experience. Using the language of literature, students will be asked to reveal their understanding of literary texts through essays, themes, and personal narratives. Those papers must reflect the processes and strategies of writing included in AP Language and Composition, including use of self, peer, and instructor evaluations for further improvement of final products. Students will also read four independent novels and submit various papers

regarding their literary merits. The course will culminate in a portfolio containing all papers written during the semester plus others from first semester and from another class.

Prerequisites: LA 11 or Honors English 11

Credit:1 credit Grades:11 No. of Periods 1

#### Wyoming Standards:

Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.

Reading: Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

Students Regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.

Writing: Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.

Students use Listening and Speaking Skills for a Variety of Purposes and Audiences.

Listening: Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others.

Speaking: Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student's ability to interact successfully with others. Students need to speak for different audiences and purposes and to use speaking skills to convey messages important to their learning and, later, to their work.

#### Requirements:

- Body of Evidence papers
- Semester Exams
- Speeches
- Papers
- Daily Activities and Projects
- Journals
- Quizzes

#### Grading Practices:

- A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%)
- Class Activities (Daily Activities and Projects, Quizzes, Journals)=30% of Semester Grade
- Common Assessments (Consortium Project, Semester Exam, Semester Papers, Speech)=70% of Semester Grade
- Late work will be accepted for up to 7 calendar days after the due date, but it will be worth ½ credit.

- Makeup work will be accepted according to the LVHS policy.
- Students with special needs will be allowed appropriate modifications and accommodations as provided for in the student’s Individual Education Plan.

Wyoming Performance Standards:

Advanced: Students performing at the advanced level analyze texts to explain perspectives and common themes found across various reading materials. They understand that different text types have different organizational structures and can explain similarities and differences among features of different genres. Students apply higher order thinking skills to their interactions with text. Their writing demonstrates synthesis and analysis of ideas and themes. They apply the skills of writing with impact on their readers in mind. Students communicate complex ideas with evidence of a deep awareness of purpose and audience through speaking and writing.

Proficient: Students performing at the proficient level utilize reading and writing strategies and communication skills with confidence. As proficient readers, students describe elements of literature, make inferences, distinguish fact and opinion, analyze and make generalizations, connect ideas, and support their thinking. As proficient writers, students apply a variety of writing skills to convey information and ideas for a variety of purposes and audiences.

Basic: Students performing at the basic level generally read, comprehend, and respond at a literal level to a variety of materials. They identify basic ideas through reading and listening. With support, students conduct research, write, and speak for a variety of purposes and audiences.

Below Basic: Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Units of Study:

Units	Standards	Benchmarks	Assessments
Admissions / Scholarship Essay: late August to mid- September			
Theme #1 - "Ethical Crossroads" – late September into October			
Theme #2 – "Do It The Hard Way" - mid October into November – group selected, debatable topic			
Theme #3 - Research Paper - individually			

<p>selected "in the news" topic November into December</p> <p>Poe Essay – literary analysis practice - December</p> <p>Portfolio – late December into January – A self assessment and self construction of academic and career proof of work and improvement.</p> <p>Paper 1 - Memoir – late January to early February</p> <p>Paper 2 - Literary Analysis –February</p> <p>Short Story Theme – late February to mid or late March</p> <p>Independent Reading - from approved AP list</p> <p>Paper 3 - Words to Live By – an exploration of self through writing and reading of first and second semester AP courses – Early May</p>			
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Portfolio – May			
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Common Assessments:

SEM 1 - Paper 1 - Ethical Crossroads

SEM 1 - Paper 2 - Do It the Hard Way

SEM 1 - Paper 3 - Research Paper

SEM 1 - Portfolio

SEM 2 - Paper 1 - Memoir

SEM 2 - Paper 2 - Literary Analysis

SEM 2 - Paper 3 - LA 12 BoE - Words to Live By

SEM 2 - Portfolio

Student and/or Parent Signature:

I have read and understand the requirements and content of Honors 11 English.

Parent: \_\_\_\_\_ Student: \_\_\_\_\_

FCSD1 agrees to ensure equitable access and equitable participation in all District courses/classes. All district schools will effectively manage and creatively utilize resources necessary to support student learning. The District's Board of Trustees is committed to a policy on nondiscrimination in relation to race, gender, age, national origin, color or disability in admission to, or access to, or treatment in its educational programs or activities.

**Fremont County School District #1  
Lander, Wyoming 82520**

**HEALTH EDUCATION (HE410)**

Instructor Adam Brasel

Phone 332-3640 extension 2142

Classroom W-205

E-mail abrasel@fre1.k12.wy.us

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***Text: (Health) A Guide to Wellness***

Glencoe/McGraw-Hill , Copyright 2001

***Description:***

Health Education is a comprehensive health course in which students study components of physical, social, and mental health. Wellness and prevention will be emphasized as students reason and think critically about health-related decisions and goals. Units include self-esteem, relationships and communication, decision-making, refusal skills, drug and alcohol use, human sexuality, stress and coping skills, nutrition and fitness, and Basic Life Support certification.

Optional: CPR Certificate fee

***Wyoming Standards:***

**1 - Health Promotion and Disease Prevention:** Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of disease and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops, provides a self-contained learning laboratory. Comprehension of health promotion

strategies and disease prevention concepts enables students to become health-literate, self-directed learners which establishes a foundation for leading a healthy and productive life.

**2 - Accessing Health Information, Products, and Services:** Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying the skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

**3 - Self Management:** Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

**4 - Influence of Culture, Media, and Technology:** Health is influenced by a variety of factors that co-exist within society. These include cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate, and interpret the influence of these factors on health. The health-literate, responsible and productive citizen draws upon the contributions of culture, media, technology, and other factors to strengthen individual, family, and community health.

**5 - Interpersonal Communication:** Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and convey information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect for self and others.

**6 - Goal-Setting and Decision-Making Skills:** Decision-making and goal-setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools, and communities.

**7 - Advocating for Health:** Students demonstrate the health skill of advocating for personal, family, and community health.

### *Requirements:*

- Students are required to complete nine projects, chapter tests, study guides, quizzes, news article reports and a written semester final. Projects to be completed include: Feeling fit, Physical activity in hot weather, Nutrition analysis, Jay's friend, Get a tobacco ad to backfire, Welcome to health high, Patty's father, Public service announcement and Party weekend.
- Students are required to be in class and on time, have the appropriate learning materials (text and writing materials) and contribute to classroom discussions.
- Late class work will only be excepted for reduced credit.



relationships within and among some of the health concepts and health skills. They rarely can apply some health skills to multiple health concepts. Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Units	Standards	Benchmarks	Assessments
You and Your Health	1,2,3,4,5,6	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 3.1, 3.2, 4.1, 4.2, 5.6, 6.1, 6.3	<b>Chapters Tests 1, 2 - Final - Quizzes - Study Guides</b>
Physical Fitness and Nutrition	1,2,3,4,6,7	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 6.1, 6.4, 6.6, 7.1	<b>Chapter Tests 3, 4, 5, 6 - Final - Projects 1, 2 - Quizzes - Study Guides</b>
Mental and Emotional Health	1,2,3,4,5,6,7	1.1,1.2,1.3,1.4,2.2,2.3,2.4,3.1,3.5,3.6,4.1,5.2,5.3,5.4,6.1,7.4,7.6	<b>Chapter Tests 8, 9, 10 - Final - Quizzes - Study Guides</b>
Family and Social Health	1,2,4,5,6	1.4, 1.7, 2.2, 2.4, 3.3, 3.4, 4.1, 4.2, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 6.1, 6.2	<b>Chapter Tests 11, 12, 13, 14 - Final - Quizzes - Study Guides</b>
Medicines and Drugs	1,2,3,4,5,6,7	1.2, 1.3, 1.4, 1.7, 1.8, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 5.6, 6.1, 6.3, 6.5, 7.4	<b>Chapter Tests 23, 24, 25, 26, 27 - Final - Projects 3, 4 - Quizzes - Study Guides</b>
Diseases and Disorders	1,2,3,4,6	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 6.1, 6.3	<b>Chapter Tests 28 31 - Final - Project 6 -</b>

			Study Guides - Quizzes	
Consumer and Environmental Health	1,2,3,4,5,6, 7	1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.3, 6.1, 6.2, 7.3, 7.5, 7.6	<b>Chapter Tests 32, 33 - Final - Project 7 -</b> Quizzes - Study Guides	
Injury Prevention and Safety	2,3,6	2.4, 2.6, 3.3, 3.4,3.5, 3.6, 6.1	<b>Chapter Tests 34, 35 - Final -</b> Quizzes - Study Guides	
Human Sexuality	Body Systems	1,3,6,7	1.2, 3.1, 6.1, 6.5, 7.1, 7.3	<b>Chapter Test 19 - Final -</b> Quizzes - Study Guide
	Growth and Develop- ment	1,2,3,4,5,6, 7	1.2, 1.4, 1.6, 1.7, 1.8, 2.2, 3.1, 3.2, 3.6, 4.1, 5.3, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.5, 7.1, 7.3, 7.4	<b>Chapter Test 20, 21, 22, - Final, Project 8 -</b> Quizzes - Study Guides
	Diseases and Disorders	1,2,3,5,6	1.3, 1.8, 2.2, 2.4, 3.1, 3.2, 5.6, 6.1	<b>Chapter Test 29, 30 - Final -</b> Quizzes - Study Guides

***Common Assessments:***

Common Assessments are in **bold print**. (Chapter Tests, Projects and the Final Semester Exam)

***Student and/or Parent Signature***

I have read and understand the requirements and content of **“Health Education” (HE410)**

Parent \_\_\_\_\_ Student \_\_\_\_\_

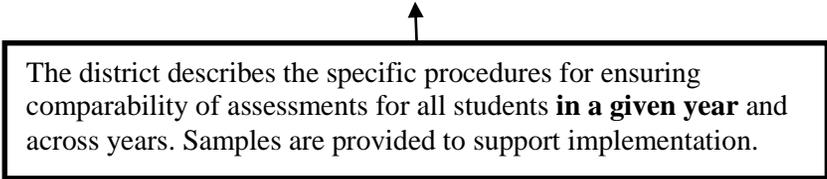
FCSD1 agrees to ensure equitable access and equitable participation in all District courses/classes. All district schools will effectively manage and creatively utilize resources necessary to support student learning. The District’s Board of Trustees is committed to a policy of nondiscrimination in relation to race, gender, age, national origin, color or disability in admission to, or access to, or treatment in its educational programs or activities.

## 6a Procedure to ensure comparability within a given year

- Specific procedures in place for comparable assessments regardless of classroom, program or school

Teachers of indicator classes attend district wide trainings to review the course requirements, common assessments, BOE procedures, and expectations for students. These trainings were facilitated within the curricular areas by department heads, mentor teachers, and instructional facilitators. We are moving to a more formalized training system. This training will be longer, provide greater depth with more monitoring and follow-up.

Our content areas have developed common assessment administration guidelines during those trainings. Those guidelines are used in all classes, schools and each year. A sample of those administration guidelines follows this narrative. We have provided a guideline for each of the common assessments we included earlier in this document.



The district describes the specific procedures for ensuring comparability of assessments for all students **in a given year** and across years. Samples are provided to support implementation.

**Fremont County School District #1**  
**Lander, Wyoming 82520**

## **GUIDELINES FOR ADMINISTRATION**

**Course Name:** Language Arts 11

**Assessment:** Persuasive Speech

**Initiating the assessment:** Distribute speech/rubric and focus on the expected product

**Time Limits:** The expected time for this assessment will be two weeks.

**Setting:** The setting will be in class and in the computer lab.

**Materials:** Computers and access to the literature being examined.

**Support:** Teacher will answer clarifying questions, check on student progress and refer students to relevant sources of information

**Accommodations:** 1) Students may be allowed more time as necessary. 2) Students may be allowed to choose between handwriting and word-processing assessments. 3) Texts/supporting materials may be read aloud when reading ability is not being assessed. 4) Additional instructional support may be provided. 5) All IEP and 504 plans will be accommodated.

**Scoring Procedure:** Students will be scored based upon the assigned rubric

**Scoring key and/or Rubric:** (see district speech rubric)

**Fremont County School District #1**  
**Lander, Wyoming 82520**

## **GUIDELINES FOR ADMINISTRATION**

**Course Name:** Honors English 11

**Assessment:** Honors 11 Semester 2 Final Paper

**Initiating the assessment:** Honors English 11 students are familiar with writing compare/contrast as well literary analysis papers. This assessment is initiated by focusing on the ideas themselves in a class discussion when the paper is first assigned. This discussion should encourage students to consider themes spanning centuries of American Literature.

**Time Limits:** Students will have approximately 3 weeks to work on this paper. There will be limited pre-writing work done in the classroom early in the process, including brainstorming, pre-writing, and drafting.

**Setting:** Students will work mostly on their own, with very limited (if any) time allotted in class for typing.

**Materials:** Students will need access to a word-processing program such as Microsoft Word or Google Documents.

**Support:** Students are encouraged to ask the classroom teacher for guidance during the entire process, provided they've started the paper by the second week. Students are also encouraged to seek peer advice.

**Accommodations:** 1) Students may be allowed more time as necessary. 2) Students may be allowed to choose between handwriting and word-processing assessments. 3) Texts/supporting materials may be read allowed when reading ability is not being assessed. 4) Additional instructional support may be provided. 5) All IEP and 504 plans will be accommodated.

**Scoring Procedure:** All papers should be read at least three times by the evaluator. Because Honors 11 students are familiar with the 6+1 trait rubric, the focus on Honors 11 papers shifts to evidence of "claim" and "support." The evaluator should use the first reading to identify the thesis and supporting argument; the second reading should be used to find and mark obvious grammatical errors. The third reading should be used to establish a holistic grade with special consideration for claim, support, and academic tone.

**Scoring key and/or Rubric:** The rubric is attached to the assignment. Note that performance descriptors exist for "A" and "B" levels only; papers not meeting those criteria must be returned with extensive, specific feedback provided by the teacher. Students are expected to resubmit papers which do not meet "A" or "B" criteria.

**Fremont County School District #1**  
**Lander, Wyoming 82520**

## **GUIDELINES FOR ADMINISTRATION**

**Course Name:** Language Arts 12

**Assessment:** Semester 1 Final

**Initiating the assessment:** Distribute the assessment. Read the listening assessment aloud to the class. Upon completion of this component, students complete the remainder of the assessment.

**Time Limits:** One 90 minute class period.

**Setting:** Classroom

**Materials:** Semester 1 Final Assessment, answer sheet, additional paper if required for the essay.

**Support:** The teacher may answer clarifying questions.

**Accommodations:** 1) Students may be allowed more time as necessary. 2) Students may be allowed to choose between handwriting and word-processing assessments. 3) Texts/supporting materials may be read allowed when reading ability is not being assessed. 4) Additional instructional support may be provided. 5) All IEP and 504 plans will be accommodated.

**Scoring Procedure:** The administering teacher will score the assessment using the answer sheet and FCSD#1 6+1 traits scoring rubric.

**Scoring key and/or Rubric:** Semester 1 Final answer sheet, FCSD#1 6+1 traits scoring rubric.

**Fremont County School District #1**  
**Lander, Wyoming 82520**

## **GUIDELINES FOR ADMINISTRATION**

**Course Name:** AP English 12

**Assessment:** Paper 2 - Literary Analysis

**Initiating the assessment:** AP students are familiar with writing thematic papers. This assessment should be initiated by focusing on the ideas themselves in a class discussion when the paper is first assigned. This discussion should encourage students to consider the deeper questions posed in Shakespeare's King Lear, with special emphasis on literary elements like symbolism and metaphor.

**Time Limits:** Students will have approximately 10 school days to work on this paper - assigned on a Monday, and due a week from the following Friday. There will be limited pre-writing work done in the classroom early in the process, including brainstorming, pre-writing, and drafting.

**Setting:** Students will work mostly on their own, with very limited (if any) time allotted in class for typing.

**Materials:** Students will need access to a word-processing program such as Microsoft Word or Google Documents.

**Support:** Students are encouraged to ask the classroom teacher for guidance during the entire process, provided they've started the paper by the second week. Students are also encouraged to seek peer advice.

**Accommodations:** 1) Students may be allowed more time as necessary. 2) Students may be allowed to choose between handwriting and word-processing assessments. 3) Texts/supporting materials may be read allowed when reading ability is not being assessed. 4) Additional instructional support may be provided. 5) All IEP and 504 plans will be accommodated.

**Scoring Procedure:** All papers should be read at least three times by the evaluator. Because AP students are familiar with the 6+1 trait rubric, the focus on AP papers shifts to evidence of "claim" and "support." The evaluator should use the first reading to identify the thesis and supporting argument with special attention given to direct quotes; the second reading should be used to find and mark obvious grammatical errors with special emphasis on MLA citations. The third reading should be used to establish a holistic grade with special consideration for claim, support, and academic tone.

**Scoring key and/or Rubric:** The rubric is attached to the assignment. Note that performance descriptors exist for "A" and "B" levels only; papers not meeting those criteria must be returned with extensive, specific feedback provided by the teacher. Students are expected to resubmit papers which do not meet "A" or "B" criteria.

**Fremont County School District #1**  
**Lander, Wyoming 82520**

## **GUIDELINES FOR ADMINISTRATION**

**Course Name:** Health 9-12

**Assessment:** #1 Feeling Fit

**Initiating the assessment:**

- A. distribute activity #1 handout,
- B. read the activity with the students, focus on the expected products (e.g. fitness plan and reflection paper), timelines and completion, and knowledge of FIT.
- C. Answer only questions that relate to requirements, products, and procedures, but not to the specific content or skills being assessed.

**Time Limits:** 2 days for fitness plan including 55 minutes in computer lab. Plan will be executed for 30 days. 55 min in computer lab to compose reflection paper. For planning purposes approximate times have been provided.

**Setting:** A combination of in class and out of class time will be utilized. Students will be provided ample time, opportunity, and resources for a valid assessment of their knowledge and skills.

**Materials:** During the assessment, students should have any materials normally available to them during instruction, including but not limited computers, textbooks, internet, library, etc., and used for purposes appropriate to the activity.

**Support:** The general rule of thumb to determine what constitutes significant versus minor support is that significant support leads to a score on the project that he/she would most likely not have achieved without the support, while minor support does not interact with the students score. Minor support refers to

such things as answering clarifying questions, checking on student progress, or simply directing the student to try a general library source to search for information (but not handing them a set of reference materials). Significant or major support generally refers to additional instruction, without which the student would likely not have reached the level indicated by the completed work.

**Accommodations:** A students Individualized Education Plan (IEP) Team is responsible for generating a list of the types of accomodations that the students should receive for both instruction and assessments.

**Scoring Procedure:** Teacher will use the following rubric to assess the project.

**Scoring key and/or Rubric:** Maximum 10 points

10-9 points Accuracy of Facts (Content) All supportive facts are reported accurately.

8 All parts of the prompt are addressed.

Almost all supportive facts are reported accurately.

7 Almost all parts of the prompt are addressed.

Most supportive facts are reported accurately.

6 Some of the parts of the prompt are addressed.

NO facts are reported OR most are inaccurately reported.

5-0 The prompt is not addressed.

\*Required Content:

Project includes a warm up and cool down

Project is completed on a table

Project includes 4 realistic activities

Project is visibly appealing i.e. includes the use of pictures, colors and designs.

Specific information regarding the frequency of activities

Specific information regarding the intensity of activities

Specific information regarding the time of the activities

In addition to administration guidelines for the common assessments the faculty has also developed common rubrics and answer keys to be used in scoring the common assessments of the indicator classes. Samples of a common rubric/answer key for 2 Language Arts classes – Honors English 11 and AP English 12 and a Health assessment are below.

**Honors English 11**  
**Primrose**  
**Semester 2 Final Paper Rubric**  
100 – 90 Outstanding

- All elements of 3 are met
- Submission of a 350 word personal paper that:
  - o Addresses how the author approached the topic
  - o Discusses challenges the author encountered while writing the paper
  - o Reflects upon the “important” stuff; identifies what the author considers most valuable about his or her writing experiences in Honors 11 English.

89 – 80 Successful

- Paper is 2500 words in length
- Paper is correctly formatted in MLA

Introduction contains:

- An attention grabbing opener – a gambit **Idea/content; Voice/purpose; Organization**
- Introduction of major ideas to be covered in the paper **Organization**
- Introduction ends with a clear thesis that provides a *method* and a *direction* **Ideas/content; Voice/purpose; Word choice**

Body paragraphs contain:

- Topic and closing sentences which unite and argue the thesis **Ideas/content; Voice/purpose**
- Content as derived from reading **Ideas/content; voice/purpose**
- Use argumentative/ unifying strategies **Ideas/content; Voice/purpose**
- Direct quotations from the text offered as clear evidence of argument **Ideas/content; voice/purpose**

Closing paragraph contain:

- A summary of major ideas **Organization**
- A restatement of theme **Ideas/content; Voice/purpose**

- Submission is 100% correct in spelling, sentences and grammar **Conventions**

- In addition the final submission must bear evidence of improvement from rough draft to final draft to include **voice, word choice, and sentence fluency**

Should these criteria not be met, grades of “C” or lower will be assigned with appropriate comments to reveal where additional work is necessary.

**Advanced Placement      King Lear literary analysis rubric**

100 – 90 Outstanding

- All elements of 3 are met
- Analysis offers a unique perspective not found in online or print sources

89 – 80 Successful

- Analysis is 2000 words or more in length
- Submission is appropriately cited using MLA in-text formatting

Introduction contains:

- An attention grabbing opener **Voice/Purpose**
- Introduction of major ideas to be covered in the paper **Organization**
- Introduction ends with a clear thesis **Ideas/Content; Voice/Purpose**

Body paragraphs contain:

- Topic and closing sentences which unite and argue the thesis **Organization; Ideas/Content**
- Content as derived from reading **Ideas/Content**
- References to thesis **Voice/Purpose; Ideas/Content**

Closing paragraph contains:

- A clear conclusion without the use of the phrase, “in conclusion.”
- A summary of major ideas **Organization**
- A restatement of theme **Ideas/Content; Voice/Purpose**

Submission is 100% correct in spelling, sentences and grammar **Conventions**

In addition, the final submission must bear evidence of improvement from rough draft to final draft to include **voice, word choice, and sentence fluency**.

Should these criteria not be met, grades of “C” or lower will be assigned with appropriate comments to reveal where additional work is necessary.

## Health Education Project #1 - Feeling Fit TEACHER GUIDE/RUBRIC

**15** - The table is outstanding in its ability to clearly and easily convey accurate information to the reader. The table is very interesting. The written summary is concise and accurate.

**13** - The student organized data in an appropriate manner and selected the appropriate arrangement of data in the table. An appropriate size and arrangement are used so that the table uses the allotted space well. The data are arranged appropriately and space is allowed for future data. The title is clear and describes the contents or purpose of the table well. Techniques such as color and texture are used so that the table can be read at a glance. The table is very neat and presentable. The written summary uses appropriate language to indicate concisely and accurately the relationship between the items in the table.

**10** - The table is like one receiving a rating of a 12 except there are some elements that are not excellent.

**7** - The table is generally like that receiving the rating of *W*, except there are some elements that are well done.

**4** - The data are not well organized in preparation for the table. An incorrect arrangement was chosen. The column heads are not labeled or labeled inadequately. The scales used are not appropriate and the columns do not use the space of the table well. The title is missing or inadequate. Techniques such as color or texture are not used well to enhance the ease of interpretation of the table. The written summary does not accurately and/or clearly describe the relationship between the items in the table.

**1** - The table is very poorly done.

## 6b. Procedure to ensure comparability across years

- Specific procedures in place for comparable assessments across years

The procedures that we have in place to ensure comparability across years are many of the same that we use for comparability across teachers and schools. We use the common syllabi, the common assessment administration guidelines, common rubrics and keys for scoring the assessments. Teacher training is conducted at the content area level each year to familiarize new teachers with the expectations and refresh returning faculty to the BOE system. Samples of the syllabi, administration guidelines and common rubrics were provided under section 6 and 6a and will not be repeated here.

The district describes procedures to ensure comparability **across years**.

## 6c. Procedure to replace assessment tasks/items

- Replace assessment tasks/items with comparable ones.

New and replacement assessment items will be aligned to the Wyoming Content and Performance Standards and district benchmarks. To ensure this, the revised assessment must have the same or greater cognitive demand based on the level of the standard. Assessments are reviewed and replaced on a systematic basis.

The district describes procedures for **replacing assessment tasks/items** with comparable tasks/items.

The protocol to revise or replace a common assessment begins in one of two ways. It may begin with the faculty or the curriculum office. When content area teachers desire to change a common assessment they complete the BOE Common Assessment Revision or Replacement Request. That form is submitted to the principal of the school. If the principal agrees with the request the faculty will proceed to revise or replace the assessment. After the assessment is drafted they will conduct an evaluation for alignment, cognitive ability, fairness, and comparability to the previous assessment. The new assessment and supporting documentation will then be submitted to the principal and the curriculum office. Both need to approve the changes before they go into effect.

**Fremont County School District 1**

**BOE/Common Assessment - Revision or Replacement Request**

Subject area \_\_\_\_\_

Assessment name \_\_\_\_\_

Date \_\_\_\_\_

Choose one:

\_\_\_\_\_ New

\_\_\_\_\_ Replacement

\_\_\_\_\_ Revision

Describe the issues that need to be addressed on the assessment (i.e. cognitive ability, alignment, fairness, etc.)

Suggestions for improvements/change to address issues.

Signatures of team members:

*Submit copy of test, Alignment Review Form and Fairness Review Form to your building principal for approval of revision/replacement.*

\_\_\_\_\_ Approve – Team can proceed with revision/replacement and resubmit to \_\_\_\_\_ principal

\_\_\_\_\_ Disapprove for the following reasons:

\_\_\_\_\_  
(Principal Signature)

\_\_\_\_\_  
(Date)



## Works Cited

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