

Setting Student Growth Goals Using LDC

4th Grade ELA Scenario

Getting to Know Students: August/September

Mrs. Turner is a 4th grade teacher, excited to start her year with a new group of 24 students. She spends the first few weeks of school establishing and building relationships with her students, so she can learn more about their interests and abilities. Along with getting to know her students on a personal level, Mrs. Turner also uses a variety of written and performance needs assessments to formatively assess her students' reading, writing, speaking and listening abilities. In addition to her own classroom assessments, Mrs. Turner wants to capture a comprehensive picture of her students' performance levels, so she also analyzes her students' assessment data from their latest K-PREP, MAP and school-based common assessments.

After analyzing her students' needs assessments and test data, Mrs. Turner identifies a large gap between her students' multiple choice/content knowledge and their written performance. Comparing her aggregated data against the enduring skills she and her fellow 4th grade teachers have identified, Mrs. Turner sees that writing is an area in which she wants to more closely monitor her students' growth. When thinking about setting growth goals for her students, Mrs. Turner wants to address a measure that she is able to not only monitor quantitatively throughout the year, but she wants a tangible measure which will allow her to closely monitor her students' progress and allow her to give specific feedback as her students are progressing. After reading, Mark Gardner's "[Things They Knew for a Short While, Once.](#)", Mrs. Turner became determined to make the student growth process meaningful for her and her students. She decides that she could use LDC as a tool to set a baseline, to measure and to monitor her students' growth.

Throughout the previous school year, Mrs. Turner has been attending Literacy Design Collaborative trainings. She has been using LDC tasks and modules in her classroom. Recently, she and her fellow teachers have been analyzing student work based upon the LDC rubrics. Formatively assessing her students' beginning-of-year writing, Mrs. Turner further determines that her students' writing is an area in which they need to grow. The majority of her students are able to organize their pieces and state a claim/opinion in their writing, but they struggle with developing their claims and controlling ideas with key details and reasons—an enduring skill she knows her students need to master.

Establishing a Baseline: Mid/Late September

To set a baseline for her students, Mrs. Turner gives her students a LDC teaching task she and fellow grade-level teachers in her district created as a common baseline assessment. Using this LDC teaching task as a classroom baseline assessment, Mrs. Turner gives her students the task as a cold read/cold write situation to accurately establish a baseline of where her students are performing with their literacy skills in writing. Using the LDC Grades 2-5 Argumentation (Opinion) Rubric, Mrs. Turner identifies two major areas in which her students need to exhibit growth on the LDC Argumentation/Opinion rubric: Reading/Research and Development. These align with the enduring skills of using evidence to support claims/controlling ideas and building on knowledge through reading/research.

Baseline Data using LDC Teaching Task (Cold Read/Cold Write)

| | Not Yet | Approaches Expectations | Meets Expectations | Advanced |
|------------------------------|----------------|--------------------------------|---------------------------|-----------------|
| Focus | 15% | 42% | 38% | 5% |
| Controlling Idea | 25% | 40% | 32% | 3% |
| Reading/Research | 74% | 16% | 8% | 2% |
| Development | 68% | 21% | 9% | 2% |
| Organization | 33% | 49% | 14% | 4% |
| Conventions | 16% | 44% | 36% | 4% |
| Content Understanding | 56% | 31% | 11% | 2% |

Enduring Skills:

Upon analyzing her baseline data, Mrs. Turner identified the following enduring skills as a focus. Then she made specific connections between the enduring skill and her 4th grade standards. She knew this step was important for knowing the grade-level expectation for her fourth graders.

| <u>Enduring Skills</u> | <u>Anchor Writing Standard</u> | <u>Grade Level Standards</u> |
|--|--|--|
| <p>Write opinion/argument pieces to support claims</p> <p>Use evidence to support claims in opinions/arguments.</p> <p>Use details to support claims/controlling ideas</p> <p>Build on knowledge of a subject through reading/research</p> | <ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | <p>W.4.1 Write opinion pieces on topics or texts; supporting a point of view with reasons and information.</p> <p>W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>W.4.1.b Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> |



Appendix: Argumentation (Opinion) Rubric for Grades 2-5 Teaching Tasks

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced | |
|-------------------------------------|---|-----|---|-----|--|-----|--|----|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | |
| Focus | Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands. | | Addresses prompt appropriately, but with weak or uneven focus. D: Attempts to address additional demands are uneven. | | Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently. | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim. | |
| Controlling Idea | Attempts to establish an opinion claim but lacks a clear purpose. | 74% | Establishes an opinion or claim. | 16% | Establishes a credible opinion or claim. | 8% | Establishes and maintains a substantive and credible opinion or claim. | 2% |
| Reading/ Research (when applicable) | Attempts to provide information from reading materials but lacks connections or relevance to purpose of prompt. | | Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | | Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim. | | Accurately and effectively provides concrete details from reading materials to support opinion or claim. | |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. | 68% | Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations. | 21% | Provides appropriate and sufficient details to support and develop the focus, opinion or claim. | 9% | Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim. | 2% |
| Organization | Attempts to organize ideas but lacks control of structure. | | Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence. | | Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim. | | Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim. | |
| Conventions ¹ | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. Sources not listed. | | Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources. | | Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources with only minor errors. | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources using appropriate format. | |
| Content Understanding | Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. | |

¹ Grade level refers to CCSS grade level reading, foundational, and language standards appropriate to the time of year and the student's language development stage.

Below is a one page excerpt from Mrs. Turner's data monitoring sheet (showing 13 of 24 students).

| Name | | Baseline Assessment | | | | Module 1 | | | | Module 2 | | | | Module 3 | | | | Summative Assessment | | | |
|-----------|----|---------------------|---|---|---|----------|---|---|---|-------------------|---|---|---|----------------|---|---|---|----------------------|---|---|---|
| | | September | | | | October | | | | November/December | | | | February/March | | | | April | | | |
| | | Score | | | | Score | | | | Score | | | | Score | | | | Score | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student A | RR | | X | | | | | | | | | | | | | | | | | | |
| | D | | X | | | | | | | | | | | | | | | | | | |
| Student B | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student C | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student D | RR | | X | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student E | RR | | | | X | | | | | | | | | | | | | | | | |
| | D | | | | X | | | | | | | | | | | | | | | | |
| Student F | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | | X | | | | | | | | | | | | | | | | | | |
| Student G | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student H | RR | | | X | | | | | | | | | | | | | | | | | |
| | D | | | X | | | | | | | | | | | | | | | | | |
| Student I | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | | X | | | | | | | | | | | | | | | | | | |
| Student J | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student K | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student L | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |
| Student M | RR | X | | | | | | | | | | | | | | | | | | | |
| | D | X | | | | | | | | | | | | | | | | | | | |

RR=Reading/Research

D=Development

Writing a Student Growth Goal: September-October

Mrs. Turner shared the data with her teaching team who helped her draft a student growth goal. Next, Mrs. Turner was ready to explain to her principal how she drafted the goal based on aggregated data gathered from multiple sources. Together she and her principal decided on the following student growth goal.

Mrs. Turner's Student Growth Goal:

For the 2014-2015 school year, all students in my 4th grade class will make measurable progress in supporting an opinion/claim with appropriate and credible details. All students will move up at least one level in the areas of Reading/Research and Development and 35% will achieve at least a 3 or higher level on the Reading/Research and Development scoring criteria of the 2-5 LDC Opinion Rubric and/or the 2-5 LDC Informational Rubric.

Areas for Student Growth: Reading/Research & Development

Mrs. Turner has already brainstormed how to develop instruction to help her students attain the goal. She plans to use the many resources available on the Literacy Design Collaborative website for many of the formative mini-tasks. Reading/Research and Development formative mini-tasks will be monitored throughout Opinion and Informational modules through reading, writing, speaking and listening components of the module's instructional ladder. These areas of growth and enduring skills may also be monitored through daily instruction outside of the modules, as well. Journal topics, class discussions, extended responses, on demand writings and presentations, are just some of the other data markers that Mrs. Turner plans to use to monitor her students' growth in reading/research and development throughout the year.

Formative Assessment Resources:

LDC's CoreTools Mini-Task Library at www ldc org (Once on the site, create a free CoreTools account. Search the mini-task library for exemplary mini-tasks to instruct students to provide appropriate and relevant details to support their opinion/claim)

LDC Big Bank Task Template Collection:

To monitor students' progress in attaining the goal, Mrs. Turner decides to use the [LDC Big Task Bank](http://www ldc org/sites/default/files/LDC_Elementary_Big_Bank_062514_0.pdf) template tasks to design formative assessments to improve students' development of their writing. She plans to use these formative pieces within her LDC modules and throughout the year in daily classroom instruction. (http://www ldc org/sites/default/files/LDC_Elementary_Big_Bank_062514_0.pdf)

RI.4.1 (Insert optional question.) After reading _____, write a(n) (extended response) in which you explain what the text says explicitly and when drawing inferences. Use details and examples from the text to support your response.

RI.4.2 After reading _____, write _____ in which you determine the main idea of the text and explain how key details support the main idea. Include a summary of the text.

RI.4.5 (Insert Optional Question) After reading _____, write _____ in which you explain events, procedures, ideas, or concepts. Include what happened and why based on specific information in the text.

RI.4.9 (Insert Optional Question) After reading _____, write _____ in which you integrate information in order to write or speak about the subject knowledgeably.

Below is a one page excerpt from Mrs. Turner's Formative Assessment Monitoring sheet (showing 13 of 24 students).

| Module 1—Formative Assessment Monitoring for Reading/Research & Development | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|------------------------|--|--|--|-----------------|----------|----------|-------------------|---------------|-----------------------|-----------|----------|------------------|-----------------|--------------------|-----------------|--------------------|---------------------|-------------|---------------|---------|---------|--|--|
| | | Preparing for the Task | | | | Reading Process | | | | | Transition to Writing | | | | Writing Process | | | | | | | | | | |
| | | | | | | BTB RI.1 | BTB RI.2 | BTB RI.9 | CT ID text's main | CT Notetaking | CT Textual Evidence | Swan Meet | BTB RI.5 | Socratic Seminar | | Planning/Outlining | Drafting Intro. | Drafting Body Par. | Drafting Conclusion | Rough Draft | Revised Draft | W.4.2.b | W.4.9.b | | |
| Student A | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student B | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student C | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student D | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student E | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student F | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student G | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student H | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student I | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student J | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student K | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student L | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |
| Student M | RR | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | | | | | | |

RR= Reading/Research

D=Development

CT=Mini-Task from CoreTools

BTB=Mini-Task from LDC's Big Task Bank Collection

Monitoring of Student Growth:

Additionally, she would use an adapted rubric. With her team's help, she adapted the 3-5 LDC Opinion/Argumentation Writing Rubric to reference the appropriate grade-level standards. She liked having the standards listed directly below the rubric criteria with which they most closely aligned as she provided feedback to her students or scored their assessments. Finally, she designed monitoring tools for herself and for her students to record and reflect on students' progress.



Argumentation (Opinion) Rubric for Grades 2-5 Teaching Tasks

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
|---|---|-----|---|-----|---|-----|---|
| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands. | | Addresses prompt appropriately, but with weak or uneven focus. D: Attempts to address additional demands are uneven. | | Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently. | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim. |
| Controlling Idea | Attempts to establish an opinion or claim but lacks a clear purpose. | | Establishes an opinion or claim. | | Establishes a credible opinion or claim. | | Establishes and maintains a substantive and credible opinion or claim. |
| Reading/ Research (when applicable) | Attempts to provide information from reading materials but lacks connections or relevance to purpose of prompt. | | Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | | Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim. | | Accurately and effectively provides concrete details from reading materials to support opinion or claim. |
| DEMANDS | D2: Attempts to mention key details/examples from the text(s) in response. D6: Attempts to explain how key details or examples from the text supports opinion/response. D7: Attempts to explain how key details are connected/related. | | D2: Mentions few key details/examples from the text(s) in response. D6: Explains how key details or examples from the text supports opinion/response. D7: Explains how key details are connected/related. | | D2: Accurately includes # of appropriate key details/examples from the text(s) in response. D6: Sufficiently explains how key details or examples from the text supports opinion/response. D7: Sufficiently explains how key details are connected/related. | | D2: Accurately and effectively includes # of appropriate key details/examples from the text(s) in response. D6: Sufficiently and effectively explains how key details or examples from the text supports opinion/response. D7: Sufficiently and effectively explains how key details are connected/related. |
| STANDARDS | <p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p> | | | | <p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> | | <p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> |

| | | | | | | | |
|-----------------------|---|--|---|--|---|--|--|
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. | | Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations. | | Provides appropriate and sufficient details to support and develop the focus, opinion, or claim. | | Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim. |
| DEMANDS | D1: Attempts to include a retelling/recounting/summary in response. D5: Attempts to include charts/tables/illustrations to convey message to reader. | | D1: Includes a retelling/recounting/summary in response. D5: Includes charts/tables/illustrations to convey message to reader. | | D1: Includes an appropriate and sufficient retelling/recounting/summary in response. D5: Includes appropriate and sufficient charts/tables/illustrations to convey message to reader. | | D1: Includes a thorough retelling/recounting/summary in response. D5: Effectively includes charts/tables/illustrations to enhance message to reader. |
| STANDARDS | <p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p> | | <p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.</p> | | <p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.</p> | | |
| Organization | Attempts to organize ideas but lacks control of structure. | | Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence. | | Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim. | | Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. Sources not listed. | | Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources. | | Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources with only minor errors. | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |
| DEMANDS | D3 Attempts to draw effective conclusion/ lesson about _____ (content)? D4: Attempts to content of _____ and _____ in response. | | D3 Draws conclusion/ lesson about _____ (content)? D4: Connects content of _____ and _____ in response. | | D3 Draws effective conclusion/lesson about _____ (content)? D4: Effectively connects content of _____ and _____ in response. | | D3 Draws relevant, thorough conclusion/lesson about _____ (content)? D4: Deeply connects content of _____ and _____ in response. |

My Name: _____

Year: 2014-2015

LDC Student Growth Self-Monitoring

| | Baseline Assessment | Module 1 | Module 2 | Module 3 | Summative Assessment | +/- | <u>Comments</u> |
|-------------------------|---------------------|----------|----------|----------|----------------------|-----|-----------------|
| Scoring Criteria | | Topic: | Topic: | Topic: | | | |
| Focus | | | | | | | |
| Controlling Idea | | | | | | | |
| Reading/Research | | | | | | | |
| Development | | | | | | | |
| Organization | | | | | | | |
| Conventions | | | | | | | |
| Content Understanding | | | | | | | |

| | LDC Baseline Assessment | |
|-------------------------|-------------------------|--|
| Scoring Criteria | My Score: | Reflection on my writing: Where did I struggle? How did I improve? |
| Reading/Research | | |
| Development | | |

**Enlarge student comment boxes for actual student use—writing space has been condensed for the purposes of this document.*

| | | | |
|-------------------------|----------------------------|-----------------|--|
| | LDC Module #1: Topic _____ | | |
| Scoring Criteria | My Score: | +/- baseline | Reflection on my writing: Where did I struggle? How did I improve? |
| Reading/Research | | | |
| Development | | | |

| | | | |
|-------------------------|----------------------------|-----------------|--|
| | LDC Module #2: Topic _____ | | |
| Scoring Criteria | My Score: | +/- baseline | Reflection on my writing: Where did I struggle? How did I improve? |
| Reading/Research | | | |
| Development | | | |

| | | | |
|-------------------------|----------------------------|-----------------|--|
| | LDC Module #3: Topic _____ | | |
| Scoring Criteria | My Score: | +/- baseline | Reflection on my writing: Where did I struggle? How did I improve? |
| Reading/Research | | | |
| Development | | | |

**Enlarge student comment boxes for actual student use—writing space has been condensed for the purposes of this document.*

| | | | |
|------------------------------|-----------------------------------|-----------------|--|
| | LDC Module: Summative Topic _____ | | |
| Scoring Criteria | My Score: | +/- baseline | Reflection on my writing: Where did I struggle? How did I improve? |
| Focus | | | |
| Controlling Idea | | | |
| Reading/Research | | | |
| Development | | | |
| Organization | | | |
| Conventions | | | |
| Content Understanding | | | |

**Enlarge student comment boxes for actual student use—writing space has been condensed for the purposes of this document.*