

Teacher Dana Detterich

Subject/Course United States History

Date of Lesson 4/20/15

Grade(s) 8th

Student Data [ALLI 1.3]

Current Achievement	# Students
"A" Advanced (90-100)	3
"B" Proficient (80-89)	11
"C" Basic (70-79)	14
"NP" Below (60-69)	2
"NP" Far (below 60)	0

Testing Data (Source:) Achieve

Lexile Level & Benchmarks	# Students
Advanced	L 6 B 2
Proficient	L 4 B 7
Basic	L 7 B 15
Below	L 6 B 4
Far Below	L 6 B 6

Populations	# Students
SPED	2
ELL	2
RFEP	0
Af Am Males	3
Af Am Females	1
Latino Male	14
Lation Female	12

Content Area Standards (Source:) [ALLI 1.1]

Common Core Standards:

Reading: RH1. Cite specific textual evidence to support analysis of primary and secondary sources.

Writing: WHST5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Content Standards:

8.10.4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his 'House Divided' speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863)...

All standards: Student choice

Student Learning Objectives [ALLI 1.1a,b; 3.1a]

Whole Group Learning Objectives:

1. Students will be able to use the TRECS argumentative writing rubric to score and edit their own history Benchmark.
2. Students will be able to chart their daily progress toward completing their Genius Hour Essay and/or Genius Hour Project, by using a self-assessment analytical rubric and their own Google calendar.
3. Students will be able to write a short TRECS argumentative response, using evidence from their research, to the essential question, "What is American?"

Subgroup Objectives:

All subgroup students, after completing a series of thought questions in Evernote, answer the essential question. They choose their own standards from the 8th grade US History standards ([link](#)) that they will use as a starting point for their research, with the goal to find evidence from US History that supports their claim/answer.

ELLs:

4 Genius Hour Stations: See Genius Hour Web Page ([link](#))

With some guidance from their peers, me, and Google translate, ELL subgroup students may choose 2 instead of the required 4 standards to research and use as evidence to support their claim to the essential/core question.

2 Benchmark Edit Stations: Independent and Teacher led

ELLs who received Below Basic on their Benchmark may not start their Genius Hour research until they work with me at the Benchmark Station.

Exit Ticket: ([link](#))

Students are given sentence starters to aid their writing.

Struggling Readers:

4 Genius Hour Stations: See Genius Hour Web Page ([link](#))

With some guidance from their peers, me, and Google's advanced search feature that allows students to search for text and information at their reading level, Struggling readers may choose 2 instead of the required 4 standards to research and use as evidence to support their claim to the essential/core question.

Mastery Level Expectation & Evidence [ALLI 1.5a]

What opportunities do students have to achieve mastery in this lesson?

This is one in a series of many lessons throughout the year that is aimed at providing students with the opportunity to master the history common core writing standards.

I utilize the **BLAST** station model for this lesson. From the **pick 6 models**, I am using a 2-station rotation model, which includes one station for small group teacher instruction and conference to help students meet individual learning goals, and a second station in which students are grouped using flexible learning groups and pairs that change per student achievement and mastery of standards.

One opportunity for students to achieve mastery of common core reading and writing standards is at the Independent or peer support stations.

Students are paired with other students, keeping in mind each student's strengths and weaknesses. They are given a rubric, their benchmark response printout, and sentence frames essay organizer (for struggling readers and ELLs).

Another opportunity for students to achieve mastery is at the teacher student consultation station.

Students and I will discuss their scores, compare their official scores to their self-scores, and revise their original benchmark submissions.

Another opportunity for students to achieve mastery is at the Genius Hour station.

Students have multiple opportunities and extended time to master content and common core standards at the Genius Hour Stations. There are 4 stations: the research station, writing/storytelling station, Maker station, and Communication station. Each station has an Evernote note that guides them through the process for each

2 Benchmark Edit Stations: Independent and Teacher led

Struggling readers who received Below Basic on their Benchmark may not start their Genius Hour research until they work with me at the Benchmark Station.

Exit Ticket: [\(link\)](#)

Students are given sentence starters to aid their writing.

Advanced/Gifted:

4 Genius Hour Stations: See Genius Hour Web Page [\(link\)](#)

With peer collaboration and my guidance, Advanced/Gifted students are required to choose at least 4 history standards to research and use as evidence to support their claim to the essential/core question. Additional resources in my student library are recommended for their use.

2 Benchmark Edit Stations: Independent and Teacher led

Advanced students who received Basic on their History benchmark, must edit and rewrite their benchmark before starting their Genius Hour stations.

Exit Ticket: [\(link\)](#)

Advanced/Gifted students are not required, and are in fact encouraged NOT, to use the sentence starters.

Cultural Sub-Groups

4 Genius Hour Stations: See Genius Hour Web Page [\(link\)](#)

With some guidance from their peers and me, Latino and African American males may choose to answer the essential question through any lens that is of interest to them. For example sports, video games, technology, racism, equity, art, etc. African American and Latino females may choose to answer the essential question through any lens that is of interest to them. For example, sexism, racism, sports, fashion, art, equity and equality, etc.

2 Benchmark Edit Stations: Independent and Teacher led

African American males who received a Basic on their benchmark will use the rubric to score and then rewrite their benchmark; this may be done with their elbow partners input. If they received Below Basic they may not start their Genius Hour research/project until they work with me at the Benchmark Station.

Latino males who received a Basic on their benchmark will use the rubric to score and then rewrite their benchmark; this may be done with their elbow partners input. If they received Below Basic they may not start their Genius Hour research/project until they work with me at the Benchmark Station.

African American females who received a Basic on their benchmark will use the rubric to score and then rewrite their benchmark; this may be done with their elbow partners input. If they received Below Basic they may not start their Genius Hour research/project until they work with me at the Benchmark Station.

Latino females who received a Basic on their benchmark will use the rubric to score and then rewrite their benchmark; this may be done with their elbow partners input. If they received Below Basic they may not start their Genius Hour research/project until they work with me at the Benchmark Station.

Exit Ticket: [\(link\)](#)

The essential question is designed to encourage individual interpretation. This includes culturally specific answers if the student wishes to answer and explore the answer to the question through the lens of their cultural background/heritage. For example, "Mexican American Culture is American."

Individual Students of Concern: Objectives

Flavio:

Latino Male, SPED, ELL, Struggling Reader, LGBT

4 Genius Hour Stations: See Genius Hour Web Page [\(link\)](#)

With some guidance from his peers, me, a printed and online textbook, Google's translation app and advanced search feature that allows students to search for text and information at their reading level, Flavio may choose 2 instead of the required 4 standards to research and use as evidence to support their claim to the essential/core question.

2 Benchmark Edit Stations: Independent and Teacher led

Flavio received a basic on his benchmark and may choose to use the rubric to edit it on his own or with a peer. He has improved and has a desire to master standards on his own or with his peers. I will also provide an essay frame that he can use if he wants to. He will be able to choose how long he takes to complete the benchmark edits.

Exit Ticket: [\(link\)](#)

He will use the sentence starters and I will monitor his response for accuracy.

station. Students may also suggest or change the station in Evernote to suit their needs, through a proposal process. Once students have moved from the Benchmark revise/edit station they can rotate through the teacher consultation station to discuss and confer with me about their progress towards meeting their learning goals.

How students can meeting the standards outside of my lesson design:

Student choice, self-assessment, self-monitoring, and goal setting are significant parts of the Genius Hour project. Although most students thrive in this environment, those students who find the independence and freedom too daunting will be given the opportunity to complete alternative activities that will help them achieve the standards. These choices are listed in an Evernote note that they can access.

Students who want the alternative learning goal mastery plan for the Genius Hour part of the lesson, get one day to try it out before they are required to meet with me to discuss why they are choosing that learning route, instead of the passion project route toward mastering learning goals.

Joshua:

African American Male, SPED, Struggling Reader

4 Genius Hour Stations: See Genius Hour Web Page ([link](#))

With some guidance from his peers, me, a printed and online textbook, as well as Google's advanced search feature that allows students to search for text and information at their reading level, **Joshua** may choose 1-2 instead of the required 4 standards to research and use as evidence to support his claim to the essential/core question.

2 Benchmark Edit Stations: Independent and Teacher led

Joshua received a Below Basic on his benchmark will start with me at the teacher led benchmark station. Joshua's specific learning goal is to write a complete argument using the sentence framed essay guide, and then to rewrite it and highlight each part of the argumentative paragraph correctly. **Joshua** will be able to identify the parts of an argumentative essay that he has written.

Exit Ticket: ([link](#))

He will use the sentence starters and I will monitor his response for accuracy.

Rodolfo (Rudy):

Latino Male, ADHD? Behaviors of concern no academic intrinsic motivation, lack of attention and focus, main interests change from day to day, lack of confidence, frequently vocalizes his disinterest in school. LOVES video games and his phone, the only things that can keep his attention for long periods of time.

4 Genius Hour Stations: See Genius Hour Web Page ([link](#))

With some guidance from his peers, me, a printed and online textbook, as well as Google's advanced search feature that allows students to search for text and information at their reading level, **Rudy** may choose 2 instead of the required 4 standards to research and use as evidence to support his claim to the essential/core question. **Rudy's** specific learning goal for Genius Hour is to find an answer to the essential question that he feels passionate about and monitor his own productivity and grit. HE IS HIGHLY CAPABLE!

2 Benchmark Edit Stations: Independent and Teacher led

Rudy received a Below Basic on his benchmark (but his thesis and explanation were proficient) and will start with me at the teacher led benchmark station. **Rudy's** specific learning goal is to write a complete argument using the sentence framed essay guide, and then to rewrite it on a separate sheet of paper. **Rudy** will be able to complete his benchmark.

Exit Ticket: ([link](#))

He will use the sentence starters and I will monitor his response for completion.

Justin:

African American Male, ADHD?

4 Genius Hour Stations: See Genius Hour Web Page ([link](#))

With some guidance from his peers, me, a printed and online textbook, as well as Google's advanced search feature that allows students to search for text and information at their reading level, **Justin** may choose at least 3 of the required 4 standards to research and use as evidence to support his claim to the essential/core question. **Justin's** specific learning goal for Genius Hour is to find 3 standards that connect to his answer to the essential question, research the history of those standards, write about what he learned and how it connected to his answer to the essential question, and finish the Genius Hour Research Station note in Evernote.

2 Benchmark Edit Stations: Independent and Teacher led

Justin received a Basic on his benchmark (his argument just lacks the formal structural requirements expected on the very academic argumentative benchmark) and will work with a peer while he edits his benchmark using the TRECS rubric. **Justin's** specific learning goal is to rewrite his argument using the proper TRECS structure. **Justin** will be able to rewrite his benchmark using primarily the rubric.

Exit Ticket: ([link](#))

He will use the sentence starters and I will monitor his response for academic focus and completion.

THE LESSON

Instructional Agenda (1.2a, 1.2b, 2.1 2.4, 3.2a, 3.2b):

1.	(3 mins) Students are seated into their flexible learning groups based on benchmark achievement and Reading Level.
2.	Do Now: (3 minutes) Students use the online class Digital Agenda and their Google calendar to write their daily learning goals list. (5-10 min) Review the rubrics, the Benchmark scoring and edit steps, and answer any questions about next steps.
3.	Station Rotations (20-30 mins) Benchmark scoring and editing stations: Independent/collaborative (student choice) and Teacher led. <ul style="list-style-type: none"> a. <u>Independent/collaborative</u> (student choice): Students score and edit their Benchmarks b. <u>Teacher led:</u> Students rotate to the teacher led Benchmark station to score and revise their benchmarks and ask questions. (20-30 mins) Genius Hour Steps Stations <ul style="list-style-type: none"> c. <u>Research Station:</u> Choose standards and research their content. d. <u>Storytelling Station:</u> Write an expository or argumentative essay that answers the essential question, using the content from the standards. e. <u>The Maker Station:</u> Design or implement your project f. <u>Communication Station:</u> Plan how you will share your project with the world.
4.	Exit Ticket (15 mins) - Padlet response to the Core question and feedback from teacher.

Instructional Content & Strategies (Teacher)	Timing	Learning Activities (Student)	Materials and Resources
The teacher will prompt students to begin their do now and plan for the lesson.	3 mins	Students learn to self-monitor their activities and build habits to stay on task and make a plan to complete work.	Checklist created in Google Calendars.
Direct instruction: Review of Rubrics and Guiding worksheets.	5-10 mins	Students think ask questions as needed.	Internet, Digital Agenda, Teacher Web site, Google Calendars.
<p style="text-align: center;">Guided practice:</p> Teacher instructs students to continue Stations, providing links on my web site ddetterich.weebly.com , that allow students to download and access guided notes and instructional material.	20 – 30 mins.	Students use technology to complete independent and collaborative stations to score and/or rewrite their DBQ argumentative benchmarks using the instructional and analytical rubrics.	Eno board Map Expo markers Computers iPads Laptops Keyboards
Teacher leads students in how to use the sentence frames essay guide to rewrite or revise their benchmark.		Students use digital or print copies of the standards to choose standards for research. (SEE ALSO GENIUS HOUR BULLETIN BOARD)	
Teacher may also do a brief instructional on how to use the textbooks, rubrics, and online resources for research purposes.		Students use online textbooks, printed textbooks, and other online texts and resources to find information during research and Use Evernote to keep notes.	
Common core writing assessment: Teacher reviews T.R.E.CS. rubric, instructs students to follow the Padlet submission guide and use their T.R.E.CS rubric and provides sentence frames for struggling writers.	15 minutes.	Students synthesis what they learned at the Genius Hour stations to answer the essential/core question for the unit. What is American?	iPads Computers or laptops Keyboards if needed

Creating cognitively engaging learning experiences for students [ALLI 1.2b]

How specifically does your learning objective exceed the level of cognitive demand required by content standards? (What makes this lesson rigorous?) [ALLI 1.2b]

The rigor of the lesson is present in 4 places. One student choice, self-monitoring, and assessment requires students to be cognitively engaged 100% of the time. They are not just given a grade and told to accept it without knowing what they are doing correctly or what they are doing wrong. Self-Assessment against a rubric is difficult and takes A LOT of time, but the benefit to improving student output is worth the struggle.

1. Students will be able to use the TRECS argumentative writing rubric to score and edit their own history Benchmark.

This period is populated with a diverse group of learners some are on the edge of meeting 8th grade lexile level for college readiness, others are far below, and 6 are college ready readers. This diversity requires that I take into account a multitude of ability levels and learning styles in order to help them access the content. They all have specific needs, strengths and weaknesses that need to be addressed. Genius Hour Stations require students to direct their learning at every stage using a rubric, Google Calendar, and guided notes in Evernote.

2. Students will be able to chart their daily progress toward completing their Genius Hour Essay and/or Genius Hour Project, by using a self-assessment analytical rubric and their own Google calendar.

Cognitively Engaging Learning Experiences:

Maintaining rigorous critical thinking standards and requiring students to attempt to read 8th grade texts, pushes them to excel.

Writing has been the most challenging aspect of my class for the students because they are not only struggling to reach 8th grade level reading but also writing using a rigorous argumentative essay/response structure.

3. Students will be able to write a short TRECS argumentative response, using evidence from their research, to the essential question, "What is American?"

Lastly, the common core centered learning of my lesson takes students far beyond rote memorization of historical facts. Students are required to acquire skill along with information in order to construct their knowledge of the history of the United States.

Explicit connections within and across content areas to enhance student learning [ALLI 1.2b, 3.1b]

Connections to prior learning? How will students be cognitively engaged?

1. **Students are included and treated fairly, and make real authentic choices and regulate their own learning**
2. **Students are actively discovering, constructing and creating and are immersed in tasks**
3. **Students are saying, doing, writing and responding openly and sit, walk tall, speak up, look self-assured**

Genius Hour Stations: Students use their prior knowledge in all content areas to choose their answer to the question, What is American? They are allowed to make changes to their answers as they dive deeper into research and change their learning trajectory as they become more successful at finding and applying information from the history content standards to their projects. Students are actively seeking out answers to their own questions and deepening their understanding about US History through their own cognitive lens. Students actively seek out other adults to help them with their projects, such as the math, science, English, art, and PE teachers from the 6th to 8th grade.

Benchmark score and revise: Students use their prior knowledge of argumentative writing skills from English and History classes to show what they know about writing in the argumentative style. Students show that they understand what they are doing by scoring themselves at or very near to the score they earned on the benchmark. Students advocate for themselves when they believe that their score on the benchmark was too low or incorrect. Students use their math skills to calculate their scores and compare them to the scores that they earned on the benchmarks.

Exit Ticket: Students are aware of the time necessary to complete their Padlet exit tickets and manage their time to leave at least 15 minutes to finish their responses.

Which levels of Depth of knowledge have you planned? [ALLI 1.2b & 3.2b]

Level 1 Recall of Information - Level 2 Basic Reasoning - Level 3 Complex Reasoning - Level 4 Extended Reasoning

LEVEL 1: RECALL

- TRECS (Thesis, Refine your thesis, Evidence, Counter Argument, and Significance) and how each one is used in the essay.
- Resources (Website, web pages that provide guiding worksheets, logins, standards, and rubrics).

LEVEL 2: BASIC REASONING

- Students must make basic decisions about what steps they should take both at the Benchmark scoring and editing station and Genius Hour Stations.
- Basic decisions about choosing standards that they can connect to their answer to the essential question.
- How they will organize their materials and manage their time.

LEVEL 3: COMPLEX REASONING

- **Genius Hour Station:** When answering the essential question, students can choose a simple topic but their connection to what makes it American must be explained and connected to American ideas listed in the 8th Grade US History standards.
- **Benchmark Station:** Students analyze documents and use evidence from the documents to prove their claims. The TRECS rubric is leveled. A level 4 response requires that students demonstrate historical thinking skills, such as, identifying bias from sources and in documents, comparing and contrasting sources, writing if/then statements that make evidence how their evidence from the documents proves their thesis statements. Students who've received a basic or below, must rewrite their benchmarks to at least a level 3 (proficient).

LEVEL 4: EXTENDED REASONING:

- **Genius Hour Maker Station:** Students create a project connected to their interests and passion that also connects to their answer to the essential question. Projects solve the problem of explaining what American is. They answer questions about what American has meant in the past, what it means in the present, and then what they think it will mean (or want it to mean) in the future.
- **Benchmark Station:** Students build their ability to write argumentatively, in order to apply that skill to their Genius Hour PBL project, and to the rest of their lives.

Accommodations for special needs populations [ALLI 1.2b]

Flavio: Gets more time to complete projects. Can choose 2 out of the 4 standards required. Can work collaboratively with a peer to complete projects. Gets sentence frames and sentence starters to aid writing. Differentiate reading by chunking and leveling texts.

Joshua: Gets more time to complete projects, breaks during class time, reading differentiated by chunking and leveling texts, graphic organizers and sentence frames for organization, and frequent checks for understanding.

Data [ALLI 1.3]

How have you utilized current, relevant, and multiple sources of student data to inform planning of content organization and instructional strategies?
Achieve 3000 Lexile scores, I differentiate instruction and create groups based on the students lexile levels. After the Benchmark I realized that although students improved on analysis and structure that needed another opportunity to understand what they were doing right and wrong. More interaction with the rubric and self-scoring, using an analytical rubric.

Past Exit Tickets showed that frequent practice on the exit tickets helped improve students' argumentative responses, so I changed their Exit Ticket question back to the unit essential question, instead of asking them to "Explain what you learned to day?"

How are the activities, expectations and the timing or sequence of the learning experiences differentiated to meet the needs of individuals OR subgroups (ELs, Students with Disabilities, Low, Medium and High Skilled)? [ALLI 1.2 b & 1.3]

ADVANCED – WATCH/SPECIAL POP. – ELL - SPED

Name	Student ID	IS/Extension/Intervention	NOTE/Focus	CHANGE SINCE LAST BM	Differentiated Groups
Alvarado, David		Starts in Genius Hour Research Station	940 LEXILE	Moved up to PROFICIENT	Genius Hour Station
Amaya, Eunice		Starts in Genius Hour Research Station	1030 LEXILE	Moved up to ADVANCED	Genius Hour Station
Cano-Sanchez, Gerardo		Benchmark Independent	930 LEXILE	Staying at basic	Benchmark Station
Cardona, Anthony		Benchmark Teacher led	560 LEXILE	Below Basic – Struggling Reader	Starts at teacher conference station
Chagollan, Adamaris		Starts in Genius Hour Research Station	695 LEXILE	Moved up to Proficient	Genius Hour Station
Chona, Fatima		Starts in Genius Hour Research Station	1020 LEXILE	Moved up to ADVANCED	Genius Hour Station
Damian, Anthony		Benchmark Independent	870 LEXILE	Basic approaching prof.	Benchmark Station
De Leon, Anthony		Benchmark Teacher Led	595 LEXILE	Basic	Benchmark Station
Fajardo, Sully		Starts in Genius Hour Research Station	1235 LEXILE	Advanced	Genius Hour Station
Gamez, Flavio		Benchmark Independent/Peer station	445 LEXILE	Low CELT scores in all areas RWSL	Benchmark Station
Garcia, Melissa		Benchmark Teacher Led	470 LEXILE	Below Basic – Struggling Reader	Starts at teacher conference station
Gaspar-Antonio, Adrian		Benchmark Independent/Peer station	855 LEXILE	Basic approaching prof.	Benchmark Station
Hernandez, Henry		Starts in Genius Hour Research Station	805 LEXILE	Basic approaching prof.	Benchmark Station
Hernandez, Vanessa		Benchmark edit Starts in Genius Hour Research Station	775 LEXILE	Moved up to Proficient	Benchmark Station
Joseph, Heaven		Benchmark edit Starts in Genius Hour Research Station	835 LEXILE	Basic approaching prof.	Benchmark Station
Leyva, Arleen		Starts in Genius Hour Research Station	1210 LEXILE	Moved up to proficient	Genius Hour Station
Lucio, Axelene		Benchmark Edit Independent/Peer Station	690 LEXILE	Basic approaching prof.	Benchmark Station
McKenzie, Joshua		Teacher led Benchmark station	365 LEXILE	Below Basic – SPED-Cognitive	Starts at teacher conference station
Morales, Rodolfo		Teacher led Benchmark station	685 LEXILE	Below Basic – Behavior ADHD?	Starts at teacher conference station
Palacio, Mike		Benchmark Station Peer/Independent	825 LEXILE	Proficient	Benchmark Station
Parker, Justin		Benchmark Station Peer/Independent	655 LEXILE	Basic approaching prof.- ADHD?	Benchmark Station
Ponce, Roberto		Starts in Genius Hour Research Station	910 LEXILE	Proficient	Genius Hour Station
Porfirio, Citlalli		Benchmark Station Peer/Independent	645 LEXILE	Basic approaching Prof.	Benchmark Station
Recinos, Meybelin		Starts in Genius Hour Research Station	1040 LEXILE	Moved up to Proficient	Genius Hour Station
Rodriguez, Joseline		Benchmark edit station	550 LEXILE	Basic – Early Advanced ELL.	Starts at teacher conference station

Romero, Jesus		Starts in Genius Hour Research Station	840 LEXILE	Basic	Benchmark Station
Ruiz, Jessica		Starts in Genius Hour Research Station	815 LEXILE	Basic	Genius Hour Station
Snelson, Kirshawn		Benchmark edit station independent/peer	950 LEXILE	Basic approaching Proficient	Benchmark Station
Tlaxca, Jonathan		Benchmark Edit station Independent/Peer	625 LEXILE	Moved up to Basic-LGBT	Benchmark Station
Zavala, Eliu		Starts in Genius Hour Research Station	1020 LEXILE	Moved up to Proficient	Genius Hour Station

Prerequisite Knowledge [ALLI 1.4a]

IDENTIFY	ACTIVATE	ADDRESS
<p>What will students need to have learned before this lesson to be successful?</p> <ul style="list-style-type: none"> -How to read the TRECS Rubric. -How to write an argumentative essay. -How to write a thesis statement/claim, find evidence in documents and use it to support their claim, counter claims, and what historical significance means. -US History content vocabulary words and ideas listed on the word wall. -Where to find the resources and rubrics. -How to use the textbooks to research. -How to access Google calendar and make changes to it. <p>ELLs: Academic vocabulary and content vocabulary</p> <p>Struggling readers: How to breakdown text by using close reading strategies and self-chunking of the text.</p> <p>SPED: How to use my step-by-step process guides and sentence frames to structure their argumentative writing.</p>	<p>What will you do to trigger the prerequisite knowledge?</p> <p>Students begin class writing the objective for the day and creating a daily learning goals checklist in their Google Calendars.</p> <p>I will give them a rubric to have and refer to.</p> <p>SPED: I will give them an essay guide with sentence starters.</p> <p>I will remind them to check my class Youtube channel to watch videos about argumentative writing and Genius hour.</p> <p>ELLs and Struggling Readers: I will ask guiding questions about the vocabulary on the word wall.</p> <p>I will project my web site with digital agenda on the board.</p>	<p>If students do not have the prerequisite skill, how will I fill in the gaps?</p> <p>I will meet with students at the teacher conference station where we will address these needs at the beginning of the lesson, as well as during the lesson cycle. Students at the Individual/Pairs Stations are grouped by strengths and weaknesses to help each other fill in gaps. For example, a student who is a strong reader, but their writing structure is weak is paired with a student whose writing structure is stronger although they may not be the same lexile.</p> <p>I will direct students to resources on Achieve, BrainPop, Educanon, Youtube, online or paper textbooks that will fill in any gaps in content or skill that they might have.</p> <p>For ELLs I will use Google translate or Learnci.com Spanish translation function, to address gaps in vocabulary knowledge or understanding.</p> <p>For Struggling Readers I will breakdown words and chunk text with them, and place them with a partner who can explain</p> <p>For SPED: Provide a printout of the steps/process guides and place them in my small group conference station to walk them through the process. Then pair them with a per tutor to whom they can ask questions.</p>

Anticipated student misconceptions & plan for adjusting to meet learning objectives [ALLI 1.4b, 1.5b]

<p>What part of the content might the students have difficulty understanding?</p> <p>Content:</p> <p>Students might have difficulty questioning Abraham Lincoln's status as "The Great Emancipator," because of his epic status in American History. Many American historians have edified Lincoln to an almost untouchable moral status in US History. Students might/might have choose a thesis statement or claim based on their bias and not on the documents provided in the DBQ. When they begin to look deeper at their benchmark during the self-scoring and revising process students might become conflicted about their original claim, or find it difficult to continue using the same claim.</p> <p>Students might have difficulty understanding the language used in the standards that they must choose from.</p> <p>ELLs, Struggling Readers, and SPED students might have difficulty transferring their history vocabulary knowledge from their memory to apply it to their writing. English fluency being low already, they will misunderstand content due to limited content and academic vocabulary use and acquisition.</p> <p>Common Core:</p> <p>Students may have difficulty understanding what is correct and wrong in their writing, and often think that their scores are arbitrary. They may write a thesis statement but not know what makes their thesis proficient, basic, etc. They will have difficulty understanding that the DBQ is not about their answer being correct or incorrect, but about how well they structured their argument.</p>	<p>What will you do to combat the misconceptions?</p> <p>First, I will not frontload any information about Abraham Lincoln, but ask them to share what they know about him before, during, and after his presidency.</p> <p>Then, I will ask students guiding questions that will spark a short inquiry into why Americans hold certain historical figures as heroes.</p> <p>I will remind them that it is okay to change their minds and rewrite their thesis/claims, if they want to. I will remind them that a historian's job is to question the people and events of history. Point to our class motto: "Question Everything."</p> <p>The Word Wall at the front of the room address many of the key vocabulary words that students will need to know in order to understand the language used in the standards. I/We will also add words to the Word Wall if students think that words are missing that should be displayed for all students' understanding.</p> <p>What are you going to do to explain the content differently?</p> <p>If students continue to hold the misconceptions, I will provide additional time for the student to ask questions that help them clarify their understanding, either with me or with a peer who does not hold the misconception.</p> <p>ELLs: I will use resources such as Google translate, and Learntci.com Spanish translation function to explain content differently, especially from the standards. I will provide a rubric in Spanish for the self-scoring and editing activity.</p> <p>Struggling Readers: I/Students will use Achieve 3000 articles and Google's reading level search function to find text that explains the content at their reading level. I will provide the TRECS SBAC aligned rubric in student friendly language.</p> <p>SPED: I will follow the accommodation recommendations listed on their IEPs, give them more time to complete activities, provide one-on-one time for them to check for understanding after each step and provide breaks between the activity steps.</p>
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Assessment [ALLI 1.5a]

<p>How will student learning be assessed during the lesson? Students will rotate to my conference station every 15 mins. At that time I will assess their DBQ Benchmark understanding through small group discussion based on how they self-scored. We will discuss how they scored their Benchmark and compare it to their official score. If students gave themselves similar scores then they understand what they are doing correctly and how they need to improve.</p> <p>Genius Hour station understanding is checked through Evernote halfway through the lesson cycle AND at the end of the lesson on their Exit Ticket in Padlet (link)</p> <p>ELLs: Frequent checks for understanding – guiding questions. Struggling Readers: Frequent checks to ask about what resources they are using. SPED: Frequent checks for understanding to monitor completion and understanding by giving breaks between steps.</p>	<p>How will Assessments be differentiated? How is the proving behavior measured independently? If students' self-scoring does not match their official score, they will be given a sentence framed, generic essay guide to use to revise their essay. Then they will rewrite the essay in paragraph form on the back of the guide, in the space provided. The final step will be for them to highlight each section of their final draft on the back of the guide, using the TRECS instructional rubric. During this final step, students have the choice to highlight using any of these techniques: draw pictures for each section, create a presentation of their essay, use Evernote, or something of their choosing.</p> <p>Students will self-assessment and monitor their own learning: Genius Hour Rubric (link) students use this rubric when at the independent/pair stations, to self-assess their progress toward the learning goals. I will check this at the conference station, during the lesson if I notice that students have become off task, and I collect it at the end of the period.</p> <p>Proving behaviors are measured using the guiding notes in Evernote, their rubrics, and their personally developed project and learning plans.</p> <p>ELLs: Proving behaviors are measured comparatively to their ZPD in CELT scores, in addition to the 6th-8th grade <u>common core reading and writing standards</u> and 8th grade content standards.</p> <p>Struggling Readers: Proving behaviors are measured comparatively to their ZPD, in addition to the 6th-8th grade <u>common core reading standards</u> and the 8th grade content standards.</p> <p>SPED: Proving behaviors are measured comparatively to their ZPD and IEP goals, in addition to (modified if required) 6th-8th grade <u>common core reading and writing standards</u> and 8th grade content standards.</p>
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Selection and Progression of Formative Assessments [ALLI 1.5a]

Objective	Check for Understanding/ Assessment	Lesson Cycle Placement	Actionable Data	What will the data reveal about subgroups (EL, Students with Disabilities, Low, Medium and High skilled students, High skilled)	EXTENSION: Checks for Understanding Offers Student Choice
1. Students will learn how to use the TRECS rubric to self-score and revise their Benchmark essays.	Self-scores on their Benchmark printouts. Essay revise in Evernote and/or on Sentence framed guide. Through discussion at the teacher conference small group station.	During stations.	Evernote responses are accurate and thoughtful. Self-scoring is 90-100% accurate, matching their official score. Revised essays follow the (TRECS) argumentative writing style 80% or higher. TRECS Rubric is leveled, student performance at the below basic, basic, proficient, or advanced level will provide me with data to use during the lesson to scaffold or push ahead for each student.	<p>The data will reveal...</p> <p>Low – Medium: TRECS analytical rubric is leveled (link).</p> <p>ELL: Level of ability to perform common core argumentative writing and historical reading skills and understanding of their proficiency level of those skills.</p> <p>SPED: Level of improved understanding of the writing structure and reading analysis skills toward their IEP goals.</p> <p>Spec/Pop: Struggling readers level of improvement in accessing and understanding 8th grade level texts through document analysis in the DBQ measured by use of evidence to support their thesis statements.</p> <p>Advanced: Level of advancement passed the proficient (3) level of argumentative writing, shows their understanding of their advanced abilities.</p>	Students revise their essays if they scored basic or below. Choices: Rewrite - on paper - in Evernote - on sentence framed essay guide on paper or in Evernote - through a presentation of their choice (powerpoint, google doc, etc..)
2. Students will be able to chart their daily progress toward completing their Genius Hour Essay and/or Genius Hour Project, by using a self-assessment analytical rubric and their	Genius Hour self-assessment rubric and Evernote guiding questions packets for each step/station.	During the lesson.	<p>Self-assessment rubric: Students place the date of the lesson under 3 of the 5 indicators to score their own level of performance during the stations.</p>	<p>The data will reveal... Accurate use of the self-monitoring rubric is evident in the Genius Hour Stations notes in their Evernote Notebook and/or Google calendars (or notes).</p>	Students choose with Genius Hour Station they will work on that day. Choice Stations: - Research - Storytelling

own Google calendar.			<p>Evernote: Students station notes are reasonably complete and a baseline of 2 questions thoughtfully completed.</p>	<p>Low – Medium: Level of growth toward self-monitoring and grit is evident.</p> <p>ELL: Level of growth toward self-monitoring and grit toward language acquisition in history are evident.</p> <p>SPED: Level of growth toward self-monitoring and grit toward meeting their IEP goals for reading and writing in history are evident.</p> <p>Spec/Pop: Level of growth toward self-monitoring and grit toward accomplishing personal goals for reading and writing in history are evident.</p> <p>Advanced: Level of growth toward self-monitoring and grit toward pushing their depth of knowledge and understanding, questioning, and setting enrichment goals for reading and writing in history are evident.</p>	<p>- Maker/Project - Communication</p>
3. Students will be able to write a short TRECS argumentative response, using evidence from their research, to the essential question, “What is American?”	Written response on Exit Ticket in Padlet (link), about the essential question for Unit 9: Defining America “What is American?”	End of the lesson.	Written responses follow the argument writing structure TRECS, students who need them have used the sentence starters, ALL students perform at least at BASIC and above.	<p>The data will reveal... The depth of knowledge acquired from the standards choice and their research is evident in the evidence section of their EXIT TICKET response.</p> <p>Low – Medium: Level of growth toward... consistent use of TRECS argumentative writing structure AND level of the <u>depth</u> and <u>accuracy</u> of the <u>connections</u> they are making between the history content in their choice standards, and their answer to the essential question. Are they defining the term American and explaining their answer in relationship to the content in their choice standards and demonstrating some historical thinking skills?</p> <p>ELL: Level of growth toward... consistent use of TRECS argumentative writing structure AND correct use of <u>content language</u> to <u>connect</u> the history content in their choice standards, and their answer to the essential question. Are they defining the term American and demonstrating content language acquisition?</p> <p>SPED: Level of growth toward... consistent use of TRECS argumentative writing <u>structure in relation to their IEP writing goals</u> AND correct use of <u>content language</u> to <u>connect</u> the history content in their choice standards, and their answer to the essential question. Are they defining the term American and making logical connections that demonstrate growth toward their IEP goals?</p> <p>Spec/Pop: Level of growth toward... consistent correct use of TRECS argumentative writing structure AND correct use of <u>content language</u> to</p>	Students can choose to write their Exit Ticket on a separate sheet of paper for me to turn in, email me their response, or add it to a note in Evernote.

				<p>connect the history content in their choice standards, and their answer to the essential question. Are they defining the term American and explaining connections between ideas and content just beyond their ZPD?</p> <p>Advanced: Level of growth toward... consistent and advanced use of TRECS argumentative writing structure AND higher level of the depth and accuracy of the connections they are making between the history content in their choice standards, and their answer to the essential question. Are they defining the term American and demonstrating Historical Thinking Skills?</p>
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Planned Response to Assessment Data [ALLI 1.5b, 3.4a]

Check for Understanding	Actionable Data	Level of Performance/Subgroup (EL, Students with Disabilities, Low, Medium and High skilled students, High skilled)	Adjustment
<p>Self-scores on their Benchmark printouts.</p> <p>Essay revise in Evernote and/or Sentence framed guide.</p> <p>Through discussion at the teacher conference small group station.</p>	<p>Evernote responses are accurate and thoughtful.</p> <p>Self-scoring is 90-100% accurate, matching their official score.</p> <p>Revised essays follow the (TRECS) argumentative writing style 80% or higher.</p> <p>TRECS Rubric is leveled, student performance at the below basic, basic, proficient, or advanced level will provide me with data to use during the lesson to scaffold or push ahead for each student.</p>	<p>If the measurement goals are reached students move to Genius Hour Station.</p> <p>Low – Medium: TRECS analytical rubric is leveled, students achieve at proficient or above (link).</p> <p>ELL: Level of ability to perform common core argumentative writing and historical reading skills and understanding of their proficiency level of those skills.</p> <p>SPED: Level of improved understanding of the writing structure and reading analysis skills toward their IEP goals.</p> <p>Spec/Pop: Struggling readers level of improvement in accessing and understanding 8th grade level texts through document analysis in the DBQ measured by use of evidence to support their thesis statements.</p> <p>Advanced: Level of advancement passed the proficient (3) level of argumentative writing, shows their understanding of their advanced abilities.</p>	<p>If the measurement goals are NOT reached students will...</p> <p>Low – Medium: stay at the Teacher Led Conference station for one more round. Will get more time if needed.</p> <p>ELL: stay at the Teacher Led Conference station for one more round. Will get more time and extra scaffolds if needed.</p> <p>SPED: Students who do not reach the goal measurement, within their IEP goals and accommodations, will stay at the Teacher Led Conference station for one more round. Will get more time and extra scaffolds if needed.</p> <p>Spec/Pop: stay at the Teacher Led Conference station for one more round. Will get more time and extra scaffolds if needed.</p> <p>Advanced: If students are below the level of advancement, below the proficient (3) level of argumentative writing, and do not show an understanding of their advanced abilities, these students will move meet with another advanced student who is proficient and then meet with me for further instruction as needed.</p>
<p>Genius Hour self-assessment rubric (link) and Evernote guiding questions packets for each step/station.</p>	<p>Self-assessment rubric: Students place the date of the lesson under 3 of the 5 indicators to score their own level of performance during the stations.</p> <p>Evernote: Students station notes are reasonably complete and a baseline of 2 questions thoughtfully completed.</p>	<p>If the measurement goals are reached students move to Genius Hour Station. Accurate use of the self-monitoring rubric is evident in the Genius Hour Stations notes in their Evernote Notebook and/or Google calendars (or notes). Students continue unimpeded.</p> <p>Low – Medium: Level of growth toward self-monitoring and grit is evident.</p> <p>ELL: Level of growth toward self-monitoring and grit toward language acquisition in history are evident.</p> <p>SPED: Level of growth toward self-monitoring and grit toward meeting their IEP goals for reading and writing in history are evident.</p>	<p>If the measurement goals are NOT reached...</p> <p><i>Inaccurate use of the self-monitoring rubric is evident in the Genius Hour Stations notes in their Evernote Notebook and/or Google calendars (or notes). Students stop and meet with a Peer Tutor first, then may come to the Teacher led conference station for consultation before continuing on.</i></p> <p>... students will...</p> <p>Low – Medium: stay at the Teacher Led Conference station for one more round. Will meet with a peer tutor and get more time if needed.</p> <p>ELL: move to the Teacher Led Conference</p>

		<p>Spec/Pop: Level of growth toward self-monitoring and grit toward accomplishing personal goals for reading and writing in history are evident.</p> <p>Advanced: Level of growth toward self-monitoring and grit toward pushing their depth of knowledge and understanding, questioning, and setting enrichment goals for reading and writing in history are evident.</p>	<p>station. Meet with a peer tutor. Will get more time and extra scaffolds if needed.</p> <p>SPED: Students who do not reach the goal measurement, within their IEP goals and accommodations, will move to the Teacher Led Conference station. Will meet with a peer tutor. Will get more time and extra scaffolds if needed.</p> <p>Spec/Pop: move to the Teacher Led Conference station. May meet with a peer tutor. Will get more time and extra scaffolds as needed.</p> <p>Advanced: if achievement is below the goal measurement level of achievement in self-monitoring and grit toward pushing their depth of knowledge and understanding, questioning, and setting enrichment goals for reading and writing in history are not evident, students will consult with another advanced student and then meet with me for further instruction.</p> <p>Response will vary depending on the students project and answer to the essential question.</p>
<p>Written response on Exit Ticket in Padlet (link), about the essential question for Unit 9: Defining America "What is American?"</p>	<p>Written responses follow the argument writing structure TRECS, students who need them have used the sentence starters, ALL students perform at least at BASIC and above.</p>	<p>If the measurement goals are reached students may exit the classroom and receive positive feedback about achievements on their Padlet response that they can refer to when writing their next exit ticket.</p> <p>The depth of knowledge acquired from the standards choice and their research is evident in the evidence section of their EXIT TICKET response.</p> <p>Low – Medium: Level of growth toward... consistent use of TRECS argumentative writing structure AND level of the <u>depth</u> and <u>accuracy</u> of the <u>connections</u> they are making between the history content in their choice standards, and their answer to the essential question. Are they defining the term American and explaining their answer in relationship to the content in their choice standards and demonstrating some historical thinking skills?</p> <p>ELL: Level of growth toward... consistent use of TRECS argumentative writing structure AND correct use of <u>content language</u> to <u>connect</u> the history content in their choice standards, and their answer to the essential question. Are they defining the term American and demonstrating content language acquisition?</p> <p>SPED: Level of growth toward... consistent use of TRECS argumentative writing structure <u>in relation to their IEP writing goals</u> AND correct use of <u>content language</u> to <u>connect</u> the history content in their choice standards, and their answer to the essential question. Are they defining the term American and making logical connections that demonstrate growth toward their IEP goals?</p> <p>Spec/Pop: Level of growth toward... consistent correct use of TRECS argumentative writing structure AND correct use of <u>content language</u> to <u>connect</u> the history content in their choice standards, and their answer to the essential question. Are they defining the term American and explaining connections between ideas and content just beyond their ZPD?</p>	<p>If the measurement goals are NOT reached... <i>The depth of knowledge acquired from the standards choice and their research is NOT evident in the evidence section of their EXIT TICKET response.</i> ... students will...</p> <p>Low – Medium: Students who do not reach this stage of the lesson, or their responses do not achieve the goal measurement, detailed in the column to the left, will receive <u>verbal</u> and <u>written</u> feedback on their response that they can apply to their next Exit Ticket Response.</p> <p>ELL: Students who do not reach this stage of the lesson, or their responses do not achieve the goal measurement, detailed in the column to the left, will receive <u>verbal</u> and <u>written</u> feedback on their response that they can apply to their next Exit Ticket Response.</p> <p>SPED: Students who do not reach this stage of the lesson, or their responses do not achieve the goal measurement, detailed in the column to the left, will receive <u>verbal</u> feedback on their response that they can apply to their next Exit Ticket Response.</p> <p>Spec/Pop: Students who do not reach this stage of the lesson, or their responses do not achieve the goal measurement, detailed in the column to the left, will receive <u>verbal</u> and <u>written</u> feedback on their response that they can apply to their next Exit Ticket Response.</p> <p>Advanced: If student's response do not achieve the goal measurement, detailed in the column to the left, they will receive <u>written</u> feedback on their response that they can apply to their next Exit Ticket Response.</p> <p>ALL students may stay during break or lunch to ask questions about feedback or come after school to receive additional instruction.</p>

		<p>Advanced: Level of growth toward... consistent and advanced use of TRECS argumentative writing structure AND higher level of the <u>depth</u> and <u>accuracy</u> of the <u>connections</u> they are making between the history content in their choice standards, and their answer to the essential question. Are they defining the term American and demonstrating Historical Thinking Skills?</p>	
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Planned Self Monitoring [ALLI 1.5c, 3.4c]

Self-Monitoring Exercise	Whole Class, Individual, or Subgroup	Criteria for Self-Monitoring (Academic Skills or Knowledge)	EXTENSION: Students Identify Further Steps in Learning
<p>DO NOW: <u>Google Calendar learning Goals Checklist</u></p>	<p>Low – Medium: without prompting from the teacher, students can explain the learning goals in their own words, using the language of the objectives, and refer back to previous goals.</p> <p>ELL: With or without prompting from the teacher, students can explain the learning goals in their own words, using some of the language of the objectives.</p> <p>SPED: With or without prompting from the teacher, as determined in their IEP goals, students can explain the learning goals in their own words, using some of the language of the objectives.</p> <p>Spec/Pop: With or without prompting from the teacher, students can explain the learning goals in their own words, using some of the language of the objectives.</p> <p>Advanced: without prompting from the teacher, students can explain the learning goals in their own words, using the language of the objectives, and show extra planning that refers back to previous lessons.</p>	<p>GR8-SL 1.0b: Students follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>WC1.1 Follows written format specifications for assignments without being reminded.</p> <p>WC1.2 Develops and implements advanced time-management plans for assignments.</p>	<p>Low – Medium: Uses the calendar during the lesson and often after the lesson adding to or reassess their learning goals.</p> <p>ELL: Uses the calendar during the lesson and sometimes after the lesson adding to or reassess their learning goals.</p> <p>SPED: Uses the calendar during the lesson with prompting and after the lesson in their RSP classroom, adding to or reassess their learning goals.</p> <p>Spec/Pop: Uses the calendar during the lesson and sometimes after the lesson adding to or reassess their learning goals.</p> <p>Advanced: Consistently uses the calendar during the lesson and after the lesson adding to or reassess their learning goals.</p>
<p>T.R.E.C.S. Instructional/analytical rubric to <u>guide progress towards writing mastery.</u> - Benchmark - Exit Ticket</p>	<p>Low – Medium: use TRECS analytical rubric to show that they understand their own proficiency level (link).</p> <p>ELL: show that they understand their proficiency level and areas that need improvement.</p> <p>SPED: show that they understand their proficiency level and areas that need improvement.</p> <p>Spec/Pop: show that they understand their proficiency level and areas that need improvement.</p> <p>Advanced: show that they understand their proficiency level and areas that can be advanced or historical thinking skills added.</p>	<p>WHST5. With <u>some guidance and support from peers and adults</u>, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Reading: RH1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>GR8-SL 1.0b: Students follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Low – Medium: revise and rewrite their Benchmark and with some proficiency attempt to write exit ticket without sentence starters.</p> <p>ELL: Revise and edit their Benchmark and plan to use the exit ticket sentence starters as needed, including content and academic language.</p> <p>SPED: Revise and edit their Benchmark using the scaffolds provided, and plans to use the exit ticket sentence starters proficiently.</p> <p>Spec/Pop: Revise and edit their Benchmark using the scaffolds provided, and plans to use exit ticket sentence starters proficiently.</p> <p>Advanced: Do not need to revise their Benchmark but do it anyway to practice skills. OR apply their advanced TRECS writing to their Genius Hour essay. Do not use exit ticket sentence starters but still follow the TRECS writing structure, plus show historical thinking skills.</p>

<p>Genius Hour self-assessment rubric (link) and Evernote guiding questions packets for each step/station.</p>	<p>Low – Medium: show growth toward self-monitoring, grit is evident, and uses evidence from the content standards.</p> <p>ELL: show growth toward self-monitoring, grit toward language acquisition in history is evident, and uses some evidence from the content standards.</p> <p>SPED: show growth toward self-monitoring and grit toward meeting their IEP goals for reading and writing in history are evident, and uses at least 1 piece of evidence from the content standards.</p> <p>Spec/Pop: show growth toward self-monitoring, grit toward accomplishing personal goals for reading and writing in history are evident, and uses some evidence from the content standards.</p> <p>Advanced: show growth toward self-monitoring and grit toward pushing their depth of knowledge and understanding, questioning, and setting enrichment goals for reading and writing in history are evident, and with high effectiveness uses evidence from the content standards.</p>	<p>Reading: RH1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Writing: WHST5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WC1.1 Follows written format specifications for assignments without being reminded.</p> <p>WC1.2 Develops and implements advanced time-management plans for assignments.</p> <p>P2.2 Demonstrates a strategy for offering ideas without being called on by teacher</p>	<p>Low – Medium: Rubric is completed and improvement is evident from day to day. Students attempt to add to the rubric and ask questions about their level of achievement, and refer to it often.</p> <p>ELL: Rubric is mostly completed and improvement is evident from day to day. Students attempt to ask questions about their performance on the rubric, and refer to it once in a while.</p> <p>SPED: Rubric is mostly completed and improvement is evident from day to day. Students attempt to ask questions about their performance on the rubric, and refer to it once in a while with prompting.</p> <p>Spec/Pop: Rubric is mostly completed and improvement is evident from day to day. Students attempt to ask questions about their performance on the rubric, and refer to it once in a while.</p> <p>Advanced: Rubric is completed and consistency is evident from day to day. Students attempt to add to the rubric, ask peers and me questions about their level of achievement, and refer to it frequently throughout the lesson.</p>
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