***LEARNING LOG 1: Ladders for English 3 (Semester 2)***

**Notice & Note---Reading Inference/RI (READING):**

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| **1** | **2** | **3** | **4** |
|  Identify moment that seems meaningful in the text *(Use Rules of Notice and Signposts to find details.)*Explain how the chosen detail fits into the story | Explain why the moment you have chosen is meaningful in the text (i.e. why is it a signpost)Ask anchor questions related to interpreting this moment. Modify the anchor question to fit this example. | Make inferences and interpretations about the MEANING of selected moment within the text (i.e. make an inference to answer the anchor question) | Connect this moment to other significant details, textual patterns, or big ideas/themes.Justify the importance of this moment within the context of the story overall. |
| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |

**SAT Writing & Language/Grammar (LANGUAGE):**

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| **1** | **2** | **3** | **4** |
| Mark step one in identifying correct answer choice. (i.e. underline antecedent for pronoun agreement question, subject for subj/verb agreement). | Eliminate two answer choices and provide explanation for at least one. | Eliminate at least two answer choices and provide explanation for both choices. Identifies correct answer choice at least 50% of the time.  | Identify correct answer choice at least 80% of the time.  |
| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |

**Small Group Discussion/SGD (SPEAKING & LISTENING):**

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| **1** | **2** | **3** | **4** |
| Arrive prepared for discussion. Speak at least once on topic. Show engagement by actively tracking the speaker.  | Respectfully ask and/or answer questions based on text consistently throughout discussion.  | Use textual evidence to support positions. Thoughtfully respond to others by agreeing, disagreeing, or asking follow-up questions about other students’ ideas.  | Propel discussion by asking follow-up questions to clarify ideas. Defend own ideas &/or challenges others’ ideas in a respectful way. Connect pieces of text and/or connect group members’ ideas to themes. S/he invites others into the discussion. |
| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |

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| **REFLECTION & RESPONSIBLE LEARNER LADDERS** (scores are put into “Metacognition & Responsible Learner” grade category) | **Score Conversion for Gradebook** |
| ***Ladder level*** | ***Gradebook score*** |
| 4  | =4 points (100%) |
| 3 | =3.4 points (85%) |
| 2 | =3 points (75%) |
| 1 | =2.6 points (65%) |
| 0 | =2 points (50%) |
| msg/inc | =msg (0 points) |

**REFLECTION (METACOGNITION):**

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| **1** | **2** | **3** | **4** |
| **AWARENESS** | **SPECIFIC SELF-ASSESSMENT & PLANNING** | **PLAN IMPLEMENTATION, CHANGE/ GROWTH, & PERSISTENCE** | **EVALUATION, ADAPTATION, & PROACTIVENESS** |
| Specifically describe the details and characteristics of your skill developments and learning.  | Accurately assess your specific strengths and areas of need/development for specific skills and learning. Identify possible specific methods/ strategies for you to improve on specific skills and learning. As appropriate, set specific goals for change/growth in areas of need. | Demonstrate change and growth through actual improvement of skills.Demonstrate commitment to learning and growth even when specific areas where improvement is needed are not apparent.  | Reflect on methods used to show change and growth (e.g., compare/contrast, before/after, etc.)Evaluate the effectiveness of the methods used. Identify new methods/strategies for you to improve; set new goals as needed.Show self-awareness and a commitment to learning by anticipating developing areas of need and adapting behaviors to avoid future setbacks. |
| Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: | Date:Assign.:Score: |

**RESPONSIBLE LEARNER/CLASSROOM CONTRIBUTION:**

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|  | **0** | **1** | **2** | **3** | **4** |
| **Whole-class: Engagement & Focus*****You contributed to the whole-class learning environment…*** | You did not reach level 1. | …by being on time, coming to class prepared, by redirecting focus when prompted by the teacher, by staying alert, by regulating (or changing) your behavior when prompted so you and others can focus and be aware of what is going on (including BR), and actively listening (this includes unplugging from devices and staying in red zone). | …by independently staying focused and alert, by independently regulating (or changing) your own behavior so you and others can focus and be aware of what is going on.  | … supporting classmates by encouraging them to focus discreetly or prompting them to change behavior in order to encourage a productive learning space, by lending materials, helping a classmate know what is going on. | ...with leadership behaviors to advocate for learning needs and to help the class learn and learn how to learn (e.g., asking for clarification about a task, helping basic routines like paper passing occur efficiently, offering ideas about how to OWN a learning moment, etc.). |
| **Whole-class: Sharing of ideas*****You contributed to the whole-class learning environment…*** | You did not reach level 1. | …by vocalizing ideas/ questions when prompted by the teacher.  | …by vocalizing an idea/ question voluntarily. | …by vocalizing an idea/ question more than once. | …by engaging in dialogue with one or more classmates over an idea/ question/issue the whole class was considering. |
| **Group Activity:** **Discussion & Focus*****You contributed to group discussions…*** | You did not reach level 1. | …most of the time. Redirected focus when prompted by teacher. | …every time and stayed focused on the conversation task. | …every time and explored the topic thoroughly by pushing for elaboration from your partners and yourself.  | …every time and explored the topic by asking critical questions, considering the issue from an alternate perspective, &/or prompting another group member to share ideas and stay on task.  |

**Analyzing Arguments---Rhetorical Approaches/RhA (READING):**

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| **1** | **2** | **3** | **4** |
| Communicate an explicit or implicit **central idea** of a text.Identify accurately a **rhetorical approach (pathos, logos, ethos)** developed in a text. | Specify the intended impact of a **rhetorical approach** on an **intended audience.** | Explain how **rhetoric** developed in a text connects to the speaker’s central idea and (where applicable) other points. | Analyze how **rhetoric** persuades an **intended audience** in a text by examining word choices, techniques (e.g., rhetorical questions, loaded language, generalizations, repetition, etc.) |
| Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: | Date:Assign.:Tracked score: |