



Course Numbers

- LA501/502
- LA531/532 (Dual-Credit)

AP English Language and Composition 2017-2018

A 1.0 English credit. AP English Language and Composition, often shortened to AP Lang, enables a student to be an effective writer at the postsecondary level. Students read, analyze, and practice a variety of discursive prose. Through the organized study of language skills and the structures of sentences, paragraphs, and expository patterns, students analyze and implement the resources of the English language. Completion of the AP exam is an expectation for all AP courses. AP Lang is aligned to both the Iowa Core Standards and the DMACC Course Competencies for ENG105 and ENG 106.

<http://secondaryliteracy.dmschools.org/>
<http://grading.dmschools.org>



Version: Beta

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols	
Ⓐ	The targets on this level can be changed
Ⓢ	Targets on this level can not be changed
➔	More targets can be added to this level
ⓧ	No targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0



Some scales in this guide include a column for Test Conversion. When using AP practice exams, these columns indicate to which SRG score those assessment results convert. When two columns appear, the first indicates first semester conversion, and the second refers to evidence collected in the second semester.

Process-Based SRG

Process-Based SRG is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time. This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses consider evidence using a “Sliding Window” approach. When determining the topic score for a grading topic, the most recent evidence determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Course Map

Grading Topic	AP Exam Alignment	Core Standards	DMACC Competencies
Vocabulary and Terminology	Support	<ul style="list-style-type: none"> • Reading Literature 4 • Reading Informational Text 4 • Language 4-6 	<ul style="list-style-type: none"> • ENG106-4
Writing Process	Support	<ul style="list-style-type: none"> • Writing 4-8, 10 • Language 1-3 	<ul style="list-style-type: none"> • ENG105-1 ENG105-3 ENG105-5 • ENG106-5, ENG 106-6, ENG106-7
Critical Reading	Multiple Choice	<ul style="list-style-type: none"> • Reading Literature 1-3, 5-10 • Reading Informational Text 1-3, 5-10 	<ul style="list-style-type: none"> • ENG105-2 • ENG106-1
Argument Writing	Essay	<ul style="list-style-type: none"> • Writing 1, 9 	<ul style="list-style-type: none"> • ENG106-1, ENG106-2
Rhetorical Analysis Writing	Essay	<ul style="list-style-type: none"> • Writing 1, 9 	<ul style="list-style-type: none"> • ENG106-2
Synthesis Writing	Essay	<ul style="list-style-type: none"> • Writing 2, 9 	<ul style="list-style-type: none"> • ENG105-4

Reporting Information
AP EXAM
 Spring Testing Date
Pending



Standard Support

Textbooks

Textbooks vary by teacher and school for AP Lang.

These varied materials were adopted in the 2014-2015



College Board

Major Goal

Increase both student engagement with and performance on the AP Exam.



Additional Resources

Grading Topic: Vocabulary and Terminology	
4 	<i>In addition to meeting the Learning Goal, students demonstrate complex and autonomous analysis of word meaning and usage.</i>
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> A. Analyze a word and its impact within a passage (i.e., connotation, denotation, concrete, abstract, literal, figurative) B. Apply knowledge of a word to use it in the correct context with the appropriate syntax
2 	<i>Students demonstrate they have the ability to:</i> A. Determine the meaning of words and phrases as they are used in a text, including technical meanings B. Acquire and use accurately general academic and domain-specific words and phrases in isolation
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RL.11-12.4
Standard Language: CCSS ELA RI.11-12.4
Standard Language: CCSS ELA L.11-12.4-6

Click link at right for additional details on these standards.

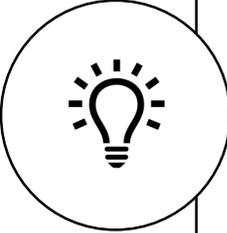
(See last page of guide for DMACC Competency Explanations)



Teacher Clarifications

Note that the A strand of targets focuses on things such as literary and rhetorical devices, while the B strand encourages students to focus on developing a stronger general vocabulary.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

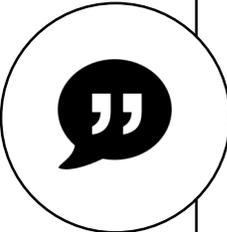


Academic Vocabulary

Connotation, Denotation, Concrete, Abstract, Literal, Figurative, Syntax

Multiple Opportunities

Have a suggestion for this box? Submit it to jeremiah.schwennen@dmschools.org

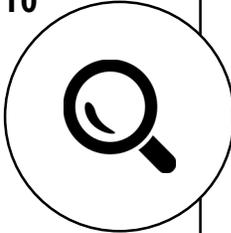


Grading Topic: Writing Process	
4 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
3  Learning Goal	<p><i>Students demonstrate they have the ability to construct writing which examines and conveys complex ideas, concepts, and information clearly and accurately to an intended audience:</i></p> <p>A. Organization: Develop a thesis to address a prompt (examples: argumentative, analytical) and support the thesis with relevant, well-chosen, sufficient evidence</p> <p>B. Organization: Organize ideas by using appropriate and varied transitions, creating cohesion, and clarifying the relationships among ideas and concepts</p> <p>C. Style: Use precise and content specific language, varied sentence patterns, while maintaining a formal style and tone</p> <p>D. Conventions: Demonstrate command of the conventions of standard English</p>
2 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. Organization: Plan ideas before writing and collect evidence in support of ideas</p> <p>B. Organization: Identify transitions or a need for transitions in a text</p> <p>C. Writing Process: Edit, revise, and rework rough drafts of introductions, body paragraphs, and conclusions</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Relevant, Cohesion, Formal Style, Conventions, Thesis

Standard Language: CCSS ELA W.11-12.4-8, 10
Standard Language: CCSS ELA L.11-12.1-3

Click link at right for additional details on these standards.

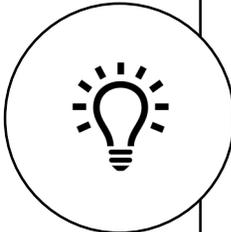


(See last page of guide for DMACC Competency Explanations)

Teacher Clarifications

Students should use MLA format, additional support for this can come from Purdue OWL. Students can gain additional practice on this topic through the use of Revision Assistant.

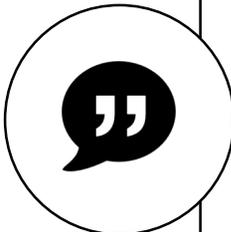
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Multiple Opportunities

This topic connects clearly to the three writing topics (**Argument, Rhetorical Analysis, and Synthesis**) and should be used to measure student engagement in the process of writing while attending to the requirements of the writing genres from those scales.

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Grading Topic: Critical Reading		1	2
4 	<i>Student's performance reflects exceptional facility with the whole of the learning goal.</i>	65-100%	70-100%
3.5 	<i>Student's performance reflects exceptional facility with some but not most Level 3 learning targets</i>	60-64%	65-69%
3  Learning Goal	Students demonstrate they have the ability to: A. Analyze a text in regards to rhetorical language (syntax, diction, figurative language, tone) B. Analyze a text in regards to author's meaning and purpose C. Analyze a text in regards to main idea, theme, and tone D. Analyze a text in regards to organization, structure, and rhetorical modes E. Analyze a text in regards to documentation and citation	50-59%	60-64%
2.5 	<i>Student's performance reflects success on some but not all Level 3 learning targets</i>	45-49%	50-59%
2 	Students demonstrate they have the ability to: A. Identify instances of rhetorical language (syntax, diction, figurative language, tone) B. Identify author's meaning and purpose C. Identify main idea, theme, and tone D. Identify instances of organization, structure, and rhetorical modes E. Identify instances of documentation and citation	35-44%	45-49%
1.5 	<i>Student's performance reflects success on some but not all Level 2 learning targets</i>	30-34%	40-44%
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>	10-29%	20-39%

Academic Vocabulary
Rhetoric, Organization, Structure, Meaning, Purpose, Tone, Endnotes

**Standard Language: CCSS ELA
RL.11-12.1-3, 5-10**
**Standard Language: CCSS ELA
RI.11-12.1-3, 5-10**

Click link at right for additional details on these standards.

(See last page of guide for DMACC
Competency Explanations)

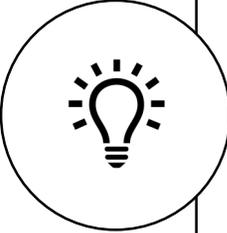


Teacher Clarifications

It is best to post this topic in both semesters.

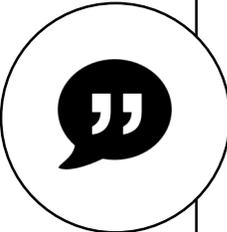
Bear in mind that a student is more likely to pass the AP exam once they cross the 45% threshold on the multiple-choice exam.

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Multiple Opportunities

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Grading Topic: Argument Writing		1	2
4 	<i>Student's performance reflects exceptional facility with the whole of the learning goal.</i>	8 or 9	8 or 9
3.5 	<i>Student's performance reflects exceptional facility with some but not most Level 3 learning targets</i>	6 or 7	7
3  Learning Goal	Students demonstrate they have the ability to: A. Construct complex argumentative essays within a fixed time constraint that responds to an assigned prompt B. Construct complex argumentative writing over time and through multiple drafts that attend to rigorous academic requirements	5	6
2.5 	<i>Student's performance reflects success on some but not all Level 3 learning targets</i>	4	5
2 	Students demonstrate they have the ability to: A. Identify the critical components of argumentative writing B. Produce brief argumentative responses that attend to specific elements of argumentation	3	4
1.5 	<i>Student's performance reflects success on some but not all Level 2 learning targets</i>	2	3
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>	1	1 or 2

Standard Language: CCSS ELA W.11-12.1
Standard Language: CCSS ELA W.11-12.9

Click link at right for additional details on these standards.

(See last page of guide for DMACC
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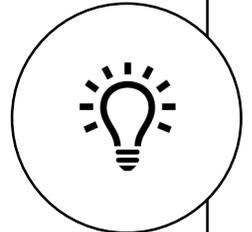


Teacher Clarifications

It is best to post this topic in both semesters.

Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly.

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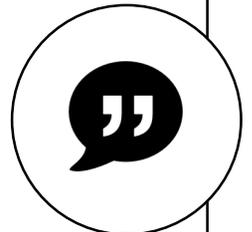


Academic Vocabulary

Thesis, Evidence, Counterclaim, Rebuttal, Appeals (Ethos, Pathos, Logos)

Multiple Opportunities

Have a suggestion for this box? Submit it to
jeremiah.schwennen@dmschools.org



Grading Topic: Rhetorical Analysis Writing		1	2
4 	<i>Student's performance reflects exceptional facility with the whole of the learning goal.</i>	8 or 9	8 or 9
3.5 	<i>Student's performance reflects exceptional facility with some but not most Level 3 learning targets</i>	6 or 7	7
3  Learning Goal	Students demonstrate they have the ability to: A. Construct complex rhetorical analysis essays within a fixed time constraint that responds to an assigned prompt B. Construct complex rhetorical analyses over time and through multiple drafts that attend to rigorous academic requirements	5	6
2.5 	<i>Student's performance reflects success on some but not all Level 3 learning targets</i>	4	5
2 	Students demonstrate they have the ability to: A. Identify the critical components of rhetorical analysis B. Produce brief rhetorical analyses that attend to specific elements of rhetoric	3	4
1.5 	<i>Student's performance reflects success on some but not all Level 2 learning targets</i>	2	3
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>	1	1 or 2

Standard Language: CCSS ELA W.11-12.1
Standard Language: CCSS ELA W.11-12.9

Click link at right for additional details on these standards.

(See last page of guide for DMACC Competency Explanations)

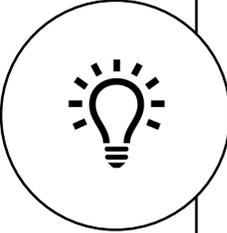


Teacher Clarifications

It is best to post this topic in both semesters.

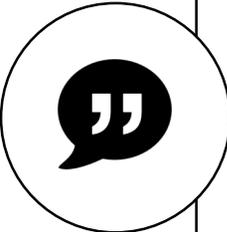
Remember that the AP Rhetorical Analysis prompt heavily encourages annotation throughout. One method for supporting this writing type is SOAP.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities

Have a suggestion for this box? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary

Appeals (Ethos, Logos, Pathos), Literary Devices, Rhetorical Devices, Satire, Repetition, Rhetorical Shift, Genre

Grading Topic: Synthesis Writing		1	2
4 	<i>Student's performance reflects exceptional facility with the whole of the learning goal.</i>	8 or 9	8 or 9
3.5 	<i>Student's performance reflects exceptional facility with some but not most Level 3 learning targets</i>	6 or 7	7
3  Learning Goal	Students demonstrate they have the ability to: A. Construct complex synthesis essays within a fixed time constraint that responds to an assigned prompt B. Construct complex synthesis writing over time and through multiple drafts that attend to rigorous academic requirements C. Evaluate and infuse evidence from provided sources	5	6
2.5 	<i>Student's performance reflects success on some but not all Level 3 learning targets</i>	4	5
2 	Students demonstrate they have the ability to: A. Identify the critical components of synthesis writing B. Produce brief synthesis responses that attend to specific elements of synthesis writing C. Support thesis through cited evidence from provided sources	3	4
1.5 	<i>Student's performance reflects success on some but not all Level 2 learning targets</i>	2	3
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>	1	1 or 2

Academic Vocabulary

Synthesis vs. Summary, Paraphrase vs. Direct Quotation, Citation, Counterargument

Standard Language: CCSS ELA W.11-12.2
Standard Language: CCSS ELA W.11-12.9

Click link at right for additional details on these standards.

(See last page of guide for DMACC Competency Explanations)

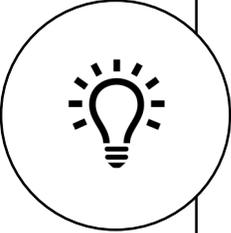


Teacher Clarifications

Citation of sources must be consistent.

The difference between 3C and 2C is largely a matter of the degree of skill used to incorporate the sources into the student writing. 2C covers a more mechanical/formulaic approach, while 3C asks students to embed multiple sources throughout the writing more organically.

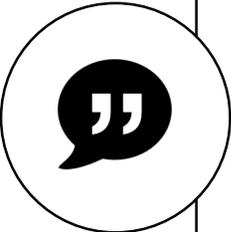
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Multiple Opportunities

It is possible to assess a synthesis writing task under both this topic and the **Argument Writing** topic, as the two are closely related.

Have a suggestion for this box? Submit it to jeremiah.schwennen@dmschools.org



DMACC Concurrent Credit Information

ENG 105
ENG 106

Mission Statement

In order to better support students in their preparation for post-secondary education, many AP programs offer their courses for dual-credit, meaning that the course confers both high school and college credit at the same time. These arrangements require courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.

Alignment: ENG 105

The following list indicates the Course Competencies required for DMACC's ENG 105 "Composition I" course.

1. Practice writing as a recursive process
2. Practice reading as an active part of the writing process
3. Adapt the rules of standard English grammar
4. Investigate research resources where/when available
5. Recognize standard documentation form

Alignment: ENG 106

The following list indicates the Course Competencies required for DMACC's ENG 106 "Composition II" course.

1. Demonstrate critical reading and writing skills
2. Analyze rhetorical patterns and theoretical approaches in student and/or published texts
3. Apply concepts and/or techniques from primary and/or secondary sources in a new context
4. Identify language nuances
5. Apply the rules of standard English grammar
6. Evaluate individual writing process to allow flexibility in adapting writing task and situation
7. Demonstrate standard documentation form



DMACC
ENG105



DMACC
ENG106