Journalism 2023-2024

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Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Scoring

Evidence shows the student ...	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
proficiency (AT) in **all** learning targets	3.0
proficiency (AT) in **at least half** of the ts	2.5
Demonstrates some success criteria (PT) toward **all** learning targets	2.0
Demonstrates some success criteria (PT) towards **some** of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

Start at Level 3 when determining a topic → score.

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

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

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of "multiple opportunities" is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:

Unit Narrative: *In this unit, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question: Complete this process:** 🐾 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Topic Title: (weeks)	**Possible Task:** ★ *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.*	**LT1-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT2-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT3-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐

Item Bank:

Target:	Target:	Target:
Resources to teach:	Resources to teach:	Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts		
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.		

Topic 1: Journalistic Writing

Topic Narrative/Overview: *In this topic, students will explore the basics of news writing, feature writing, and opinion writing. Teachers should capture evidence from all three types of journalistic writing as appropriate for each Learning Target.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria* (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets. **Guiding Question to complete this process:** 🖎 *What are the components of a journalistic article?*
Journalistic Writing	**LT1A- Apply the principles of fair, balanced, and accurate reporting.** ☐ Writing is structured with no reporter opinion/is objective. ☐ Use facts, research, and/or interviews. ☐ Employs quotes from interviews. **LT1B- Write for a variety of purposes using multiple journalistic writing styles.** ☐ Demonstrate the ability to write a news article using the inverted pyramid/LQTQ format. ☐ Demonstrate the ability to write a feature article using the LQTQ/Q&A format. ☐ Demonstrate the ability to write an opinion/review article in format assigned. **LT1C- Write using clear, precise language.** ☐ Correctly capitalize words in a sentence. ☐ Correctly punctuate the sentence using commas, semicolons, and colons ☐ Use AP Style correctly. ☐ Writing language is overall clear/ writing makes sense (grammar, readability). ☐ Article is print ready.

Topic 2: Ethics

Topic Narrative/Overview: *In this topic, students will explore the process of applying the First Amendment and other important documents/laws pertinent to student journalism.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. ***Success Criteria*** *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🐾 *What rights and responsibilities guide ethical decisions in journalism?*
Ethics	**LT2A- Understand the rights guaranteed by the First Amendment to the U.S. Constitution, the Iowa Student Free Expression Law (Iowa code Sec.280.22) and the school district publication policy.** ☐ Identify the rights guaranteed by the First Amendment, Iowa Student Exercise of Free Expression Law, and the school district publication policy. ☐ Explain how each of these rights affect students in schools. ☐ Apply SPJ Code of Ethics to ethical scenarios. **LT2B- Analyze pertinent court cases and current events related to the First Amendment.** ☐ Identify court cases of relevance to student expression. ☐ Explain how these court cases relate to students and their First Amendment rights. ☐ Apply current events to the First Amendment. **LT2C – Evaluate sources using the principles of media literacy.** ☐ Identify bias, inaccurate information and determine credibility of sources and news media. ☐ Understand the effects of media on society.

Topic 3: Design

Topic Narrative/Overview: *In this topic, students will explore the basics of journalistic design and begin the process of designing their own pages using InDesign and editing photos using Photoshop.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🖈 *What are components of effective media design?*
Design	**LT3A- Apply design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader.** ☐ Create a design that accurately reflects the content. ☐ Place text in columns. ☐ Include a headline/subhead that reflects content. ☐ Utilize a dominant image with an ABCD caption. ☐ Create supplementary visual elements related to the content of the design (sidebar, pull-quote, infographics, etc.) **LT3B- Employ various graphic elements to enhance the readability and attractiveness of the layout.** ☐ Adhere to the style of the publication regarding fonts, colors, sizes, indents, etc. ☐ Use text in a visually pleasing way that represents the content. ☐ Use white space appropriately to enhance readability. ☐ Design is print ready.

Topic 4: Digital Media

Topic Narrative/Overview: *In this topic, students will explore the basics of digital media including photojournalism, podcasts, social media, and video production. Learning experiences may vary based on classroom.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. ***Success Criteria*** *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🕊 *How can digital media be utilized to share information and tell journalistic stories?*
Digital Media	**LT4A- Apply the rules of composition when shooting or editing media. (Photojournalism)** ☐ Selects appropriate images and write ABCD captions that support content. ☐ Produce media that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content complementary to a variety of shots. ☐ Product is print ready. **LT4B- Apply the principles of journalism when creating social media content.** ☐ Create a plan that identifies the audience and purpose of content. ☐ Create engaging posts that utilize visuals that effectively communicate information. ☐ Product is print ready**.** **LT4C- Apply the principles of journalism when creating audio/video content. (podcasting and video production)** ☐ Create a plan/script that identifies the audience and purpose of content. ☐ Create auditory/visually appealing content that effectively communicates content. ☐ Product is print ready.

Topic 5: Professional Responsibility

Topic Narrative/Overview: *Due to the importance of meeting deadlines as a journalist, students will also be assessed on their ability to meet deadlines.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🐖 *Why are deadlines an essential part of journalism?*
Professional Responsibility	**LT5A-** Demonstrate the ability to understand the importance of deadlines and how meeting deadlines applies to working with others.

4	3.5	3	2.5	2	1.5	1
• Meeting **100%** of key assignment deadlines	• Meeting **95%** of key assignment deadlines	• Meeting **90%** of key assignment deadlines	• Meeting **80%** of key assignment deadlines	• Meeting **75%** of key assignment deadlines	• Meeting **70%** of key assignment deadlines	• Meeting **some** key assignment deadlines