

AP/ECE Literature
T2 Grading Conference Planning
Winter/Spring 2018

Here is a way to organize your thoughts and reflect on your work prior to coming to your conference.

Writing Style:

How are you performing in the standard on a scale from 1-5? Explain why.
How has your sentence-level writing improved this trimester?

Bring a few examples of paragraphs from T1 and paragraphs from T2, in addition to first drafts and final drafts from T2.

Bring a revised style statement.

Depth and Breadth of Analysis:

How are you performing in the standard on a scale from 1-5? Explain why.
How did your questions lead to new ideas for exploration?
How did you follow through with those ideas over time?

Bring examples of long-term development of one idea (major essays) and short-term exploration of several lenses (in-class paragraphs).

Essay Writing: Coherence and Development:

How are you performing in the standard on a scale from 1-5? Explain why.
How has your use of transitions improved?
How has your presentation of information in logical order improved (within a paragraph and from paragraph to paragraph)?

Bring examples of well-organized and developed paragraphs, and at least one well-organized, developed full essay.

Continuous Learning:

How are you performing in the standard on a scale from 1-5? Explain why.
How have you taken advantage of opportunities to explore concepts from this class in other aspects of your life?
How many assignments did you turn in on time? How many were late? How late? Why?
How many never got turned in?
How often did you make revisions to work after the “final” draft was due in order to demonstrate new skills or understandings?

Bring any “extra” work you did, as well as examples of revision that demonstrates new learning.

Some qualities of highest achievement:

1. Work can be held up as a model without qualification.
2. In addition to meeting all criteria for the standard, student pursues his/her curiosity and interests; does work or research that is related to but not prescribed in the course standards.
3. Work is timely and polished: all assignments are turned in on time and in MLA format.
4. Work is consistently clear, coherent, insightful, well-organized, thorough yet concise.

<p>Depth and Breadth of Analysis Student uses multiple lenses to come to multiple valid, interesting, and useful interpretations of literature. Student is able support interpretations with analysis of the text, and converse with others to come to new, deeper understandings..</p>	<p>Essay Writing: Coherence and Development Student focuses on one main project. Ideas progress logically to explore that project. All examples used contribute something new to the argument, and are clearly connected to the main project.</p>	<p>Writing Style Deliberately uses diction, figurative language, tone, and sentence structure to communicate clear, coherent thoughts in writing.</p>	<p>Continuous Learning Takes advantage of opportunities in and out of the classroom to explore concepts and practice skills. Takes academic risks to push the edge of competence. Is aware of strengths and weaknesses in standards, and always working to to improve. Continues to demonstrate growth in T1 standards: Writing Moves, Sentence-Level Clarity, and Literary Discourse.</p>
<p>Not meeting standard:<75 Progressing toward standard:75-82 Meeting Standard: 83-89 Extending, evaluating, teaching:90+</p>	<p>Not meeting standard:<75 Progressing toward standard:75-82 Meeting Standard: 83-89 Extending, evaluating, teaching:90+</p>	<p>Not meeting standard:<75 Progressing toward standard:75-82 Meeting Standard: 83-89 Extending, evaluating, teaching:90+</p>	<p>Not meeting standard:<75 Progressing toward standard:75-82 Meeting Standard: 83-89 Extending, evaluating, teaching:90+</p>

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