

# High School Preparatory Course Certification

## English Language Arts Rubric

School:

Course:

Evaluators:

### **Working Definition:**

A “high school-ready” course consists of intellectually rigorous coursework that covers sufficient content and requires students to demonstrate the higher-order thinking skills and develop the academic and personal behaviors that will enable them to be successful in high school.

Thank you for helping the DOE to evaluate middle school courses for HSPCC certification.

The HSPCC certification process is designed to recognize high school courses that are preparing students for high school and to reward schools with credit on the high school readiness metric of the Progress Report for all students who pass one these courses. In order to earn HSPCC certification, a course must pass both a quantitative and a qualitative evaluation.

This packet is designed to help you make a qualitative determination of the high school-readiness of a course. The qualitative evaluation focuses on two main areas: **Content** and **Academic Rigor**.

### **What you should have**

In addition to this evaluation packet, you should also have received a complete application for the course you are evaluating. That application should include the following:

1. A syllabus, curriculum map, scope and sequence, or equivalent document
2. A list of all key texts that are used in the course
3. Copies of all major assignments that students are expected to complete (including rubrics, scoring guides, etc.)
4. Copies of graded student work for two major assignments
5. An explanation of the grading policy
6. An explanation of any prerequisite requirements for student to enroll in the course
7. Written responses to short answer questions

*Where you can confidently make a decision on the course's qualitative evaluation outcome (in either direction), please do so. If you require the submission of an additional course artifact or document, please contact Valerie Samn ([vsamn@schools.nyc.gov](mailto:vsamn@schools.nyc.gov)).*

### **What is included in the application review packet**

1. **Two worksheets**, one for each category – these worksheets are intended to help you focus on aspects of the application that pertain to the categories covered in the rubric.
2. A **rubric** with 2 categories.
3. A **matrix** that demonstrates how the Rubric Determinations will be used in the Overall Determination.
4. A **guide** for your school observations.
5. A **reviewer recommendation** section where you will provide a recommendation based on your overall impression of the course.
6. An **application feedback form** where you will provide concrete strengths and areas for growth that will be shared with the school.

**Recommended use of the packet**

1. Read the application.

2. Fill out the rubric.

*The category worksheets are included to assist in your rubric determination. While they are not officially “counted” as part of the evaluation, we ask that you complete them as part of your review process.*

3. Complete the Reviewer Recommendation.

*Based on your review of the entire application, would you recommend that this course be certified as High School-Ready? Why or why not?*

4. Complete the Application Feedback form.

a. What are some strengths of the course that emerge from the application?

b. What are some areas for growth that emerge from the application?

Content & Skills—Worksheet (ELA)	Very Often	Often	Somewhat Often	Infrequent/Never
<p><b><i>Based on the evidence provided, are students asked to and prepared to demonstrate the Reading Expectations (R) articulated in the 6-8<sup>th</sup> grade New York State Common Core Learning Standards (NYS-CCLS)? The relevant standards are paraphrased below.</i></b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>• Students cite strong evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (R.1)</li> <li>• Students summarize and analyze the development of a central idea of a text, including its relationship to the characters, setting, and plot (R.2, Literature)</li> <li>• Students summarize a central idea of a text and analyze its relationship to supporting ideas (R.2, Informational Texts).</li> <li>• Students analyze how dialogue or events in a story propel the action, reveal aspects of a character, or provoke a decision. (R.3, Literature)</li> <li>• Students analyze how individuals, events, or ideas develop and interact in the text. (R.3, Informational Texts)</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>• Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (R.4)</li> <li>• Students analyze how structures of texts contribute to meaning and style (R.5, Literature)</li> <li>• Students analyze how structures of texts develop and refine a key concept (R.5, Informational Texts)</li> <li>• Students determine the point of view and purpose of a text and assess how it shapes the content/style. (R.6)</li> </ul> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>• Students analyze and evaluate choices for how a film or live production stays faithful to or departs from a text (R.7, Literature)</li> <li>• Students evaluate the advantages or disadvantages of using different media to present a topic or idea (R.7, Informational Texts)</li> <li>• Students delineate and evaluate the argument/claims in a text, including the validity of the reasoning and the relevance/sufficiency of the evidence. (R.8, Informational Texts)</li> <li>• Students analyze how a modern work of fiction draws upon traditional stories/myths/religious texts (R.9, Literature)</li> <li>• Students analyze how two or more texts provide conflicting information on, or interpretations of, the same topic. (R.9, Informational Texts)</li> </ul>				

	Very Often	Often	Somewhat Often	Infrequent/Never
<p><b>Based on the evidence provided, are students asked to and prepared to demonstrate Writing Expectations (W) articulated in the 6-8<sup>th</sup> grade expectations of the NYS-CCLS? The relevant anchor standards are paraphrased below.</b></p> <p><i>Text Types and Purposes</i></p> <ul style="list-style-type: none"> <li>• Students write arguments to support claims with clear reasons and relevant evidence. (W.1)</li> <li>• Students write informative/explanatory texts to examine a topic and clearly convey ideas, concepts, and information. (W.2)</li> <li>• Students write effective narratives to develop real or imagined experiences or events, using relevant descriptive details and well-structured sequences of events. (W.3)</li> </ul> <p><i>Production and Distribution of Writing</i></p> <ul style="list-style-type: none"> <li>• Students produce clear and coherent writing appropriate to task, purpose, and audience. (W.4)</li> <li>• Students, with guidance and adult/peer support, develop and strengthen writing through the writing process, focusing on purpose and audience. (W.5)</li> <li>• Students use technology to produce and publish writing and to interact with others. (W.6)</li> </ul> <p><i>Range of Writing</i></p> <ul style="list-style-type: none"> <li>• Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.10)</li> </ul>				
<p><b>Are students in the course exposed to the analysis and evaluation skills expected of students who enter high school?</b></p> <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> <li>• Students conduct short research projects drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.7)</li> <li>• Students gather and assess the credibility/accuracy of print and digital sources, using search terms effectively. (W.8)</li> <li>• Students quote/paraphrase the data and conclusions of others, avoid plagiarism, and follow a standard format for citation. (W.8)</li> <li>• Students draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9)</li> </ul>				

	Very Often	Often	Somewhat Often	Infrequent/Never
<p><b><i>Are students in the course given opportunities to practice academic behaviors comprised of work habits, organizational, communication, and problem-solving skills to help prepare them for success in high school and careers?</i></b></p> <p><i>Motivation</i></p> <ul style="list-style-type: none"> <li>• Students are provided with opportunities to set long term and short term goals.</li> <li>• Students are provided with opportunities to take initiative in their learning.</li> </ul> <p><i>Engagement</i></p> <ul style="list-style-type: none"> <li>• Students have opportunities to develop their voice.</li> </ul> <p><i>Work habits and organizational skills</i></p> <ul style="list-style-type: none"> <li>• Students are given opportunities to persist through task completion.</li> <li>• Students are to given the opportunities to work independently.</li> <li>• Students have opportunity to learn time management and organizational skills.</li> <li>• Students are able to work with accuracy and precision.</li> </ul> <p><i>Communication/collaboration skills</i></p> <ul style="list-style-type: none"> <li>• Students have opportunity to learn to work collaboratively.</li> <li>• Students have opportunity to learn to communicate ideas.</li> <li>• Students develop methods of asking for help when necessary.</li> <li>• Students have opportunity to learn to communicate in multiple formats, including appropriate use of digital literacy skills.</li> </ul> <p><i>Self-regulation</i></p> <ul style="list-style-type: none"> <li>• The curriculum and instructional activities provide opportunities to teach and develop problem-solving skills.</li> <li>• Students have opportunities to reflect on their learning.</li> </ul>				

Academic Rigor—Worksheet (ELA)	Very Often	Often	Somewhat Often	Infrequent/Never
<i>Based on the evidence provided, are the academic tasks sufficiently rigorous and intellectually challenging?</i>				
<i>In order to pass the course, are students expected to complete tasks that demonstrate mastery independently without significant assistance from the teacher or peers?</i>				
<i>Are students given the opportunity to read complex text at the high end of the 6-8<sup>th</sup> grade band independently and proficiently?</i>				
<p><i>Are the texts students are expected to read academically challenging enough to prepare them for a high school English course? See Appendix A in the NYS-CCLS.</i></p> <p>LITERARY TEXTS</p> <ul style="list-style-type: none"> <li>• Texts have multiple levels of meaning and utilize figurative language.</li> <li>• The structure of the texts are complex, implicit, and/or unconventional with manipulations of time and sequence.</li> <li>• The text requires the reader to have a familiarity with cultural, literary, and/or content/discipline knowledge.</li> </ul> <p>INFORMATIONAL TEXTS</p> <ul style="list-style-type: none"> <li>• Texts conform to the conventions of the specific discipline.</li> <li>• Language used is more academic and discipline-specific.</li> <li>• The text requires the reader to have a familiarity with cultural, literary, and/or content/discipline knowledge.</li> <li>• Graphics tend to be complex and their interpretation is essential to understanding the text and/or the graphics provide an independent source of information.</li> </ul>				
<p><i>Based on the evidence provided, are students asked to complete tasks that ask them to use strategic thinking and reasoning (DOK Level 3) and/or extended thinking (DOK Level 4)?</i></p> <ul style="list-style-type: none"> <li>• Course work requires students to use reasoning and to develop a plan to approach a problem.</li> <li>• Course work requires decision making and justification.</li> <li>• Course work requires students to go beyond the text and explain, generalize, or connect ideas.</li> <li>• Course work requires students to develop a logical argument and cite evidence.</li> <li>• Course work involves an investigation or application to real world problems.</li> <li>• Course work requires students to analyze or synthesize information for multiple sources.</li> <li>• Course work requires time to research, problem solve, and process multiple conditions of the problem.</li> </ul>				

# English Language Arts Course Rubric

## Category I: CONTENT

- *Is the material taught in this class the material that students are expected to know when beginning a high school level ELA course?*
- *Are students who pass this course prepared with the skills they will need to succeed in a high school level ELA course?*
- *In order to pass the course are students expected to complete work to a level such that they demonstrate mastery of the content and skills and can apply what they learn to new and novel situations without the support of the teacher?*

	<b><i>Considering the determinations you made using the Content Worksheet criteria, how would you rate the CONTENT of this course?</i></b>
<b>High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students who pass the class will be familiar with most, if not all, of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course are clearly and undoubtedly sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Likely High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to most of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course are likely to be sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Potentially High School-Ready</b>	<ul style="list-style-type: none"> <li>• Students are exposed to some of the content knowledge they are expected to know in an introductory high school course.</li> <li>• The skills embedded in this course may be sufficient to prepare students for an introductory high school course.</li> </ul>
<b>Unlikely to be High School-Ready</b>	<ul style="list-style-type: none"> <li>• The course does not cover enough of the content knowledge expected to prepare students for introductory level course.</li> <li>• The skills embedded in this course are unlikely to be sufficient to prepare students for an introductory high school course.</li> </ul>

## Category II: ACADEMIC RIGOR

- *Is the material taught in this class sufficiently rigorous to consider this course High School-Ready?*
- *Are students expected to complete tasks that are intellectually rigorous?*

	<b><i>Considering the determinations you made using the Academic Rigor Worksheet criteria, how would you rate the ACADEMIC RIGOR of this course?</i></b>
<b>High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are very challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Students are regularly asked to complete demanding work requiring higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Likely High school-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging and students are required to engage in an in-depth way on a regular basis.</li> <li>• Some of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Potentially High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are challenging but students interact with the material inconsistently OR course content is inconsistently challenging.</li> <li>• Very little of work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>
<b>Unlikely to be High School-Ready</b>	<ul style="list-style-type: none"> <li>• Academic tasks are either not challenging enough OR students are not required to engage with material at anything but a cursory level.</li> <li>• Almost none of the work that students are asked to complete requires higher-order thinking that will prepare them for an introductory high school course.</li> </ul>

## Overall Determination

In order to “Pass” the Qualitative Evaluation, a course must be eligible for either a 1- or 3-year certification according to the Rubric Determination **AND** receive a “Yes” designation from the Reviewer Recommendation.

### Rubric Determination

		<b>ACADEMIC RIGOR</b>			
		High School-Ready	Likely High School-Ready	Potentially High School-Ready	Unlikely to be High School-Ready
<b>C O N T E N T</b>	High School-Ready	3-Year Certification	3-Year Certification	Does not meet	Does not meet
	Likely High School-Ready	3-Year Certification	1-Year Certification	Does not meet	Does not meet
	Potentially High School-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be High School-Ready	Does not meet	Does not meet	Does not meet	Does not meet

**Reviewer Recommendation**

*Is the work (both the content and the types of tasks) that students are expected to complete at least as challenging as the courses that already count toward the High School Readiness metrics, such as a course culminating in a Regents exam or state Language Proficiency Exam?*

	<b><i>Based on your holistic review of the course and considering the entirety of the application, do you recommend that this course receive certification as a “High School-Ready” course? Indicate Yes or No and then provide a short rationale for your recommendation.</i></b>
<b>Yes</b>	
<b>No</b>	

# Application Feedback

## Strengths

Please describe 3 – 5 strengths that emerge from the application.

*Ex. As evidenced by the curriculum map and the list of key texts, the course exposes students to a variety of points of view. Additionally, assignments such as the final project ask students to interact with and react to various points of view, as well as to conduct their own independent research and develop their own perspective on an issue of historical importance.*

1.

2.

3.

## Areas for Development

Please describe 3 – 5 areas of concern that emerge from the application.

*Ex. The final project asks students to engage in an authentic, inquiry-based task. However, the formative assessments and assignments leading up to it may not provide enough opportunities for students to practice strategies that will allow for independent completion of the final project.*

1.

2.

3.

