

Honors World History and Literature 9

Grading Student Work

The Honors World History and Literature 9 course has been developed to provide students with challenges to their thinking that extend beyond the Social Studies and ELA standards. The interconnections across the two disciplines engage students in learning how the two disciplines may offer different perspectives on the body of knowledge contained in each. Course goals and the course syllabus define the content, context, and skills of the course and provide teachers with clear expectations for the selection of themes and questions for study.

In the Honors course students are engaged more in studying the broader concepts related to both of the disciplines than in acquiring specialized knowledge unique to each of them. Although the standards for each discipline are critical components of the course as building blocks, the interconnected work across the disciplines should receive the most attention in class activities. Students should engage in improving critical reading, thinking, speaking, writing, and research as they examine history and literature from different perspectives. Thus, in grading students for their performance in the Honors class, teachers should give significant consideration to their growth in connecting the disciplines.

Guidelines for grading students in Honors World History and Literature 9 have been established and serve as the starting point for dialogue among students and teachers and for the articulation of grades to parents/guardians and the school community. End-of-year tasks have been developed as vehicles for the students' expressions of their cumulative learning. These assessments are designed to carry significant weight in the grading process.

Teachers should familiarize themselves with the guidelines for grading the honors course and the chart defining the components and weights for the quarterly and final grades. In addition, teachers should encourage students to engage in self-assessment, peer reviews, and reflections on teacher feedback as mechanisms for personal growth.

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Guidelines for Grading

1. The Honors World History and Literature 9 is **one** course. Therefore, for each marking period, students receive one grade reported two times to accommodate the transcript listings of World History and English Literature.
2. Assessment strategies and report card grades are determined by classroom teachers (World History and Literature) working collaboratively.
3. Assessments represent learning at the end of units or periods of time after students have had a chance to practice and take risks with learning and strategies.
4. Students know which assessments count in determining their report card grade.
5. Assessments cover three areas: World History standards, ELA standards, and the combined course objectives related to the interdisciplinary connections in history and literature articulated through discussions, writings, and performances.
6. A variety of methods are used to fairly assess student achievement in working towards the standards and the course objectives.
7. Assessments are scored as appropriate to the requirements of the activity/task/performance. Student self-assessment and teacher feedback on performance are important components.
8. Grades are based on student achievement of learning goals. Such goals are articulated in World History, ELA, and interdisciplinary connections.
9. The student's more recent, most consistent level of performance in meeting/exceeding standards guides the teachers' judgment in determining a student's grade. Summative performances count heavily.
10. Summary information on student achievement, including samples of student work are available as evidence of achievement.

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Component/Weight	Description	Examples
<p style="text-align: center;">History Standards 25%</p>	<p>Performance related to World History standards and extended World History learning expectations beyond standards.</p>	<p><i>The World History teacher has 8 requirements (projects, quizzes, classroom activities)) for the first quarter and evaluates each of them to derive a quarterly summary grade/weight for World History.</i></p>
<p style="text-align: center;">English Standards 25%</p>	<p>Performance related to ELA standards and extended ELA/Literature learning expectations beyond standards.</p>	<p><i>The English teacher has required students to complete 15 specific assignments and has assessed students on ELA standards with 3 quizzes and a writing portfolio. The teacher completes a summary grade/weight for ELA standards.</i></p>
<p style="text-align: center;">Interconnections within History or English Class (Jointly developed) 20%</p>	<p>Performance related to joint activities and/or jointly defined learning expectations.</p>	<p><i>The two teachers have agreed to share responsibility for four activities related to the course objectives, interconnecting their disciplines. The student products are assessed and graded according to jointly agreed upon criteria.</i></p> <p><i>Two of the activities are Socratic Seminars on topics related to the themes. One seminar occurs in each of the classrooms at some time during the quarter.</i></p> <p><i>The other two activities are papers which focus on an essential question, requiring students to incorporate ideas from history and from literature. Teachers jointly grade the papers, each identifying key points related to their respective disciplines and the joint course objectives.</i></p>
<p style="text-align: center;">Joint Assessment of Quarterly/Final Project 30%</p>	<p>Performance related to the major course project.</p>	<p><i>Teachers use the criteria established for the performance task to evaluate and grade students each quarter.</i></p>
<p style="text-align: center;">Report Card Grade (Quarter or Final)</p>	<p>Student's quarterly and final grades are derived from the weights indicated for each component of the course. The same grade is recorded for World History and for ELA.</p>	