

Student Learning Progression Literacy Profile – Grades 9-12

Student: _____

Date of Entry: _____ Re-entry: _____

Year	Grade	Teacher	Support Service Provider	Case Manager

The Student Learning Progression Literacy Profile (LPLP) provides a general guide for instructional planning, progress monitoring, and documentation of essential learning of literacy skills and concepts within and across grades. The skills and concepts listed have been integrated with consideration of a research-based learning progression for literacy and the Common Core State Standards at the designated grade levels. At the end of each school year, samples of student work could accompany this record if the Profile is passed on to the next year’s teacher or used for reporting to parents.

- Grade level literacy teams can begin using the Literacy Profile by examining descriptions of Progress Indicators (e.g., **H.RL.b** use a range of textual evidence to support summaries and interpretations of text [e.g., purpose, plot/subplot, central idea, theme]) with the corresponding grade-level CC standards (e.g., **9-10.RL-1, 2**) in order to develop appropriate instructional building blocks for each unit of study (selecting texts that increase in complexity, developing lesson sequences that move student along the learning continuum). Units of study will typically encompass multiple Progress Indicators from several LPP strands (e.g., *Making Meaning at the Word Level, Reading Literary Texts, & Writing Literary Texts*).
- Next, develop or identify the major common assessments for each unit of study used during the school year, asking the question: **how can we best collect evidence of learning at different entry point along the learning progression?** These assessments should include summative and performance assessments used across all classrooms at the grade level as a starting point, assessing multiple skills described along the learning progression typically taken by most students.
- Additional evidence of learning, using on-going assessments (pre-assessments, formative assessments, teacher observations, etc.), mid-assessments, and classroom-specific unit assessments can be documented in the profile throughout the school year. The depth and breadth of assessments used will vary according to intended purpose.

DIRECTIONS for Documenting Progress along the Learning Progressions

I in the box to the left of the Progress Indicator indicates the skill/concept has been introduced, but the student has not yet demonstrated conceptual understanding or consistently applied the skills/concepts *in the context of applying them to various texts and text types*. It may be necessary to: scaffold instruction; re-teach the concept using another approach or another context/text; or re-assess acquisition of skills/concepts at earlier levels if not yet mastered. Administering on-going formative assessments is highly recommended to guide instructional planning and appropriate timing of the summative or interim assessments.

X in the box to the left of the Progress Indicator indicates the student has met expectations for this grade level, meaning that *there is sufficient assessment evidence* (assessment data from multiple formats – teacher observations, formative assessments, student work from performance tasks, etc.) to support this conclusion.

When collecting samples of student work (e.g., for parent conferences, progress monitoring), *label the student work* with the Literacy Profile indicator strand letters (“HD” – Habits & Dispositions; RL – Reading Literary texts; WI – Writing Informational texts; etc.) and include the Progress Indicator code for corresponding skills/concepts assessed with that assessment task. Also be sure the student work is dated. (Note that coding and ordering of the Progress Indicators (a-b-c- etc.) in the profile are for ease of use with the *Learning Progressions Framework (LPF) for ELA & Literacy** and relate to a general progression, NOT a specific intended, lock-step skill sequence. For example, many of the same skills and concepts will generally develop and be practiced again and again with different and increasingly more complex texts across a school year. Beginning with an optimal lesson sequencing planning tool (such as the LPF and Literacy Profile) can provide insights into how to best support students with smaller learning steps in order to attain the end-of-year skills and concepts articulated in the Common Core State Standards.

* Hess, Karin K. (Ed. & Principle author) (2011). Learning progressions frameworks designed for use with the *common core state standards in English language arts & literacy K-12*. Available [online]: http://www.nciea.org/publications/ELA_LPF_12%202011_final.pdf

The *Learning Progressions Frameworks (LPF)* was developed in 2010-2011 by national content experts, researchers, and master teachers from across the U.S. synthesizing empirical research and analyzing the Common Core State Standards in English Language Arts and Literacy in order to *describe how learning develops within an across grades*. The project was funded with support from the U.S. Dept of Education Office of Special Education Programs Grant number: H324U0400001, The National Alternate Assessment Center (NAAC) at the University of Kentucky, The National Center for the Improvement of Educational Assessment (NCIEA), Dover, N.H, and a grant from the U.S. Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). A summary of key research ideas used to determine possible “optimal sequencing” of Progress Indicators in the LPF is provided for each of the 7 literacy strands. While not all strands and skills listed in the LPF are included in the Common Core State Standards, there is compelling research to suggest that learning (and focused instruction) in these areas is essential.

LPF Literacy strands	H D	1-Literacy Habits & Dispositions Is the student demonstrating greater independence and confidence when developing and applying literacy skills?	R W L	2-Making Meaning at the Word Level Does the student read flexibly, using a variety of strategies to make meaning – literal and interpretative - at the word/phrase level?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate independent skill acquisition: "Making Meaning at the Word Level"
Describe Evidence of Extending Skills					
		H.HD.h pursue interactions/discourse with a widening community of readers and writers 9-10.SL-1b, 1c, 1d, 3 11-12.SL-1b, 1c, 1d, 3		H.RWL.e analyze intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing) 9-10.L-3, 5a; 9-10.RL-4; 9-10.RI-4 11-12.L-3, 5a; 11-12.RL-4; 11-12.RI-4	
Grades 9-12 Learning Progression		H.HD.g identify and explain issues of ethics; take responsibility in using and producing texts (e.g., social media, plagiarism)			
		H.HD.f interpret requirements, plan, and persevere through complex/extended literacy tasks		H.RWL.d interpreting or compare meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts 9-10.L-5a; 9-10.RL-4; 9-10.RI-4 11-12.L-5a; 11-12.RL-4; 11-12.RI-4	
		H.HD.e independently read challenging texts/material (e.g., for pleasure, for information to solve problems, to expand personal knowledge) 9-10.W-7 11-12.W-7			
		H.HD.d track personal reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing) 9-10.W-5 11-12.W-5		H.RWL.c make conceptual connections between known and unknown words/phrases and analyze nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical) 9-10.L-4a, 4b, 4d, 5b; 9-10.RL-4; 9-10.RI-4 11-12.L-4a, 4b, 4d, 5b; 11-12.RL-4; 11-12.RI-4	
		H.HD.c identify purposes for social media, (including as a tool for learning) and evaluate the credibility of sources, and effectiveness/impact and accuracy of media messages 9-10.SL-2 11-12.SL-2			
		H.HD.b reflect on how reading or writing/communication impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility) 9-10.SL-1c, 1d, 3 11-12.SL-1c, 1d, 3		H.RWL.b demonstrate contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking 9-10.L-4a, 4b, 6; 9-10.RI-4 11-12.L-4a, 4b, 6; 11-12.RI-4	
		H.HD.a read a variety of grade level texts to accomplish academic and personal goals		H.RWL.a utilize specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking 9-10.L-4c, 4d 11-12.L-4c, 4d	
Units & Assessments Used					

LPF Literacy strands	R L <i>3-Reading Literary Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of literary texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition: <i>"Reading Literary Texts"</i>	R I <i>4-Reading Informational Texts</i> To what extent does the student make meaning of and understand the unique genre features, structures, and purposes of informational texts?	NOTES: List sample texts (titles, levels, etc.) used by students to demonstrate skill acquisition: <i>"Reading Informational Texts"</i>
Describe Evidence of Transfer				
Grades 9-12 Learning Progression	H.RL.f use textual evidence to analyze and critique a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place) 9-10.RL-6, 7, 9 11-12.RL-2, 6, 7, 9		H.RI.f evaluate points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats) 9-10.RI- 8, 9; 9-10.SL-3 11-12.RI- 8, 9; 11-12.SL-3	
	H.RL.e use textual evidence to analyze and compare two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria 9-10.RL-2, 6, 7 11-12.RL-2, 7		H.RI.e synthesize complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message) 9-10.RI- 7, 9 11-12.RI-7, 9	
	H.RL.d recognize and interpret how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony, understatement) advance the plot or affect the tone or pacing of the work 9-10.RL-3, 4, 5; 9-10.L- 5a 11-12.RL-3, 4, 5, 6; 11-12.L-5a		H.RI.d describe an author's approach to a topic and evaluate the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information) 9-10.RI- 6, 8, 9 11-12.RI-6, 8, 9	
	H.RL.c identify and analyze how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes 9-10.RL-2, 3 11-12.RL-2, 3		H.RI.c analyze the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view 9-10.RI-3, 5, 6; 9-10.SL-3 11-12.RI-3, 5, 6; 11-12.SL-3	
	H.RL.b use a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) 9-10.RL-1, 2 11-12.RL-1, 2		H.RI.b use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored) 9-10.RI-1, 2, 3 11-12.RI-1, 2, 3	
	H.RL.a flexibly use strategies to derive meaning from a variety of texts and mediums 9-10.RL-4; 9-10.L-4, 5 11-12.RL-4; 11-12.L-4, 5		H.RI.a flexibly use strategies to derive meaning from a variety of print/non-print texts 9-10.RI-4; 9-10.L-4, 5a; 9-10.SL-2 11-12.RI-4; 11-12.L-4, 5a; 11-12.SL-2	
	Units & Assessments Used			

LPF Literacy Strands	W L	W I	W P
Describe Evidence of Transfer	<p>5- Writing Literary Texts</p> <p><i>Can the student apply narrative strategies and text structures to create literary texts for varied purposes?</i></p>	<p>6- Writing Informational Texts</p> <p><i>Can the student apply organizational strategies, structures, and use of sources to explore topics in-depth?</i></p>	<p>7- Writing Persuasively (Augments/Critiques)</p> <p><i>Can the student apply organizational strategies and use sources to analyze complex topics or texts in order to support a claim/opinion for varied audiences?</i></p>
Grades 9-12 Learning Progression	<p>H.WL.h apply sophisticated editing and revision strategies to full texts clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style 9-10.W-3, 4, 5; 9-10.L-1, 2, 3, 4c, 5, 6 11-12.W-3, 4, 5; 11-12.L-1, 2, 3, 4c, 5, 6</p>	<p>H.WI.f edit and revise full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice 9-10.W-2, 4, 5; 9-10.SL-5; 9-10.L-1, 2, 3, 4c, 6 11-12.W-2, 4, 5; 11-12.SL-5; 11-12.L-1, 2, 3, 4c, 6</p>	<p>H.WP.f edit and revise full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone and voice on message 9-10.W-1, 4, 5; 9-10.SL-5; 9-10.L-1, 2, 3, 4c, 6 11-12.W-1, 4, 5; 11-12.SL-5; 11-12.L-1, 2, 3, 4c, 6</p>
	<p>H.WL.g write a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection) 9-10.W-3e 11-12.W-3e</p>	<p>H.WI.e draw a conclusion, and articulate implications or state the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented 9-10.W-2f 11-12.W-2f</p>	<p>H.WP.e articulate a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action, while reflecting sensitivity to audience, leaving readers with a clear understanding and respect for what the writer is arguing for 9-10.W-1e 11-12.W-1e</p>
	<p>H.WL.f refine overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.) 9-10.L-3, 5, 6 11-12.L-3, 5, 6</p>		
	<p>H.WL.e weave in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme 9-10.W-3a – 3d 11-12.W-3a – 3d</p>	<p>H.WI.d include precise and descriptive language, specialized domain-specific vocabulary, and maintain a knowledgeable stance and consistent (formal) style and tone 9-10.W-2d, 2e; 9-10.RI-4 11-12.W-2d, 2e; 11-12.RI-4</p>	<p>H.WP.d utilize emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice 9-10.W-1c, 1d; 9-10.L-3, 5c 11-12.W-1c, 1d; 11-12.L-3, 5c</p>
	<p>H.WL.d select details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy) 9-10.W-3a – 3d; 9-10.L-4c 11-12.W-3a – 3d; 11-12.L-4c</p>		
	<p>H.WL.c sustain point of view, style, and text structure(s) appropriate to purpose and genre; use transitional devices to control pacing or add interest or surprise (e.g., flashback- flashforward, subtle /implicit foreshadowing) 9-10.W-3a – 3c 11-12.W-3a – 3c</p>	<p>H.WI.c develop coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/ controlling idea /thesis with the major sections of text 9-10.W-2a, 2c; 9-10.SL-4; 9-10.RI-2, 3 and 11-12.W-2a, 2c; 9-10.SL-4; 11-12.RI-2, 3</p>	<p>H.WP.c establish a critical stance and develop coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience 9-10.W-1a, 1b, 1c; 9-10.SL-4 11-12.W-1a, 1b, 1c; 9-10.SL-4</p>
	<p>H.WL.b set the context and tone (e.g., an opening lead to 'hook' readers) and establish point of view and discourse style (e.g., satire, humor, dramatic irony) 9-10.W-3a 11-12.W-3a</p>	<p>H.WI.b organize, analyze, and selectively integrate varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/ thesis 9-10.W-2a, 2b, 7, 8, 9; 9-10.SL-2 11-12.W-2a, 2b, 7, 8, 9; 11-12.SL-2</p>	<p>H.WP.b organize, analyze, and selectively integrate varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/ thesis 9-10.W-1a, 1b, 1c, 7, 8, 9; 9-10.SL-2, 3 11-12.W-1a, 1b, 1c, 7, 8, 9; 11-12.SL-2, 3</p>
	<p>H.WL.a employ advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style 9-10.W-9; 9-10.RL-2, 3, 6, 9 11-12.W-9; 11-12.RL-2, 3, 6, 7</p>	<p>H.WI.a use advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue 9-10.W-7, 8, 9; 9-10.RI-7 11-12.W-7, 8, 9; 11-12.RI-7</p>	<p>H.WP.a use advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts – political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents) 9-10.W-7, 8, 9; 9-10.RI-6, 7, 8, 9 11-12.W-7, 8, 9; 11-12.RI-6, 7, 8</p>
Units & Assessments Used			