Partners in Education: English Professional Learning Council

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What is the EPLC?

- Basic Skills Initiative 2011-2012, 2012-2013
- Math and English Councils
- Institute of Evidence Based Change/CalPass
- Align curriculum
Coming to the Table

• Local-area high school English instructors
• Saddleback College English instructors and campus administrators
• Other community college instructors
• Orange County Department of Education
• Cal State Fullerton and UCI Reading and English instructors
English PLC Goals

• Identify the curriculum gap
• Address the shift to Common Core State Standards in 2014
• Fill the gap with usable course content
• Increase the number of transfer-ready students
• Increase success of basic skills and developmental students
EPLC Projects

• Content Tutorials 2011-2012
  – Reading
  – Writing
  – Grammar

• Common Writing Task/Common Assessment 2012-2013
  – Common Core State Standard Rubrics
  – Norming sessions with high school teachers
Common Core Rubrics

ELA Standards: Writing

• Grades 9-10
  – Narrative
  – Argumentative
  – Informative

• Grades 11-12
  – Narrative
  – Argumentative
  – Informative
“To Infinity and Beyond”

- Turnitin Partnership
- Rubrics and GradeMark
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>SCALES</th>
<th>Exceptional 5.00</th>
<th>Skilled 4.00</th>
<th>Proficient 3.00</th>
<th>Developing 2.00</th>
<th>Inadequate 1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>16.6%</td>
<td>The text is well-focused.</td>
<td>The text is focused on an interesting topic.</td>
<td>The text has a topic that supports the reader.</td>
<td>The text has an unclear topic.</td>
<td>The text has an identifiable topic.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>16.7%</td>
<td>The text presents facts, definitions, concrete details, quotations, and examples.</td>
<td>The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples.</td>
<td>The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic.</td>
<td>The text provides facts, definitions, details, quotations, and/or examples that develop the topic.</td>
<td>The text contains limited facts and examples.</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>16.7%</td>
<td>The text consistently addresses the reader's needs.</td>
<td>The text anticipates the audience's knowledge level.</td>
<td>The text considers the audience's knowledge level.</td>
<td>The text illustrates an inconsistent awareness of the audience.</td>
<td>The text lacks an awareness of the audience.</td>
</tr>
<tr>
<td><strong>Cohesion</strong></td>
<td>16.6%</td>
<td>The text presents a formal, objective tone.</td>
<td>The text presents an engaging, formal, and objective tone.</td>
<td>The text presents a formal, objective tone.</td>
<td>The text presents a formal, objective tone.</td>
<td>The text presents a limited or inconsistent tone.</td>
</tr>
</tbody>
</table>

**RUBRIC SCORE: 4.17 / 5 RUBRIC PERCENTAGE: 83%**
Questions and Follow Up

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