



DOCUMENTS FOR COURSES NEEDING ADDITIONAL INFORMATION

When a course has been placed designated with the status of “additional information required” and given the code of **RC8**, the high school can log in to its account at eligibilitycenter.org and upload the required documents for the course. These documents include:

- » Course description.
- » Unit-by-unit or week-by-week outline of the course.
- » Flowchart of all courses in the subject area.
- » Assignments and assessments (e.g., midterm, final exam, cumulating project, etc.).
- » Rubrics.

What is a course description?

A course description is a short statement that describes the content of a course. It often includes the prerequisites for the course. Below are some examples of course descriptions:

Example 1: Geometry Pre-AP: (9th and 10th) 1 year, 1 unit

Prerequisites: Students must have both semesters of Algebra I: Pre-AP.

The study of geometry will help students acquire the skills necessary for logical and critical thinking, inductive and deductive reasoning and problem solving. Topics include geometric shapes and their characteristics, volume, area, perimeter, trigonometric ratios, triangle similarity, tessellations, coordinate geometry and polygons. A strong algebraic background is important for success in this course. All students enrolled in geometry are required to take the geometry PARCC assessment at the end of the year.

Example 2: French I: 1 credit, 1 year

Prerequisite: Students must maintain at least a B average in their English class.

This course emphasizes reading, writing, listening and speaking French. Classes may also include cultural aspects of France and other French-speaking countries.

Example 3: English IV

English IV uses analysis and evaluation of drama, novels, poetry, short stories and nonfiction essays as the foundation of the course. The focus of the course is a survey of the British literature from the Anglo-Saxon period to the modern period. Each unit contains, in addition to representative literary works, an emphasis on historical events, religious developments and cultural context that influenced the writers of each period and their readers. Major selections include *Beowulf*, *The Canterbury Tales*, *Macbeth* and the works of classical poets of the different periods. Outside readings are chosen from twentieth-century novels. **Note:** Also offered for honors credit.

What is a unit-by-unit outline?

A unit-by-unit outline of a course includes the topics taught and a brief description of the assignments and assessments for each topic. It often includes the time frame for each topic. This may also be referred to as a syllabus (an outline of the subjects in a course of study or teaching); however, in recent years, the term syllabus has been interpreted as classroom guidelines by many educators. In this case, a syllabus is not helpful.

The following documents are **NOT** being requested. Please do **NOT** submit the following:

- » List of state or common core standards.
- » Classroom guidelines (e.g., no gum chewing, come prepared, teacher office hours, etc.).
- » Copy of all handouts for the course.
- » Table of contents of a textbook.

Example 1:

Unit Nine: Culture, Gender, and Communication- During this unit, students will:

- Critically examine the connotations of power differential in samples of communication
- Analyze word choice for cultural connotations from sample texts
- Research and understand differences in communication among cultures
- Critically analyze the role of women in the workplace by reading excerpts from *Lean In* by Sheryl Sandberg
- Write a culminating reflection to demonstrate their understanding of the concepts covered during the unit

Example 2:

Unit 1: Botany

*What the study of botany entails.

Unit 2: Trees

*Basic information about some of the trees of our area and what they tell us about the habitat in which they are found. They will be making a tree collection in this unit.

*What native and exotic tree species are and how each affect the environment.

Unit 3: The Plant Kingdom

*The development of structures that allowed plants to invade terrestrial environments.

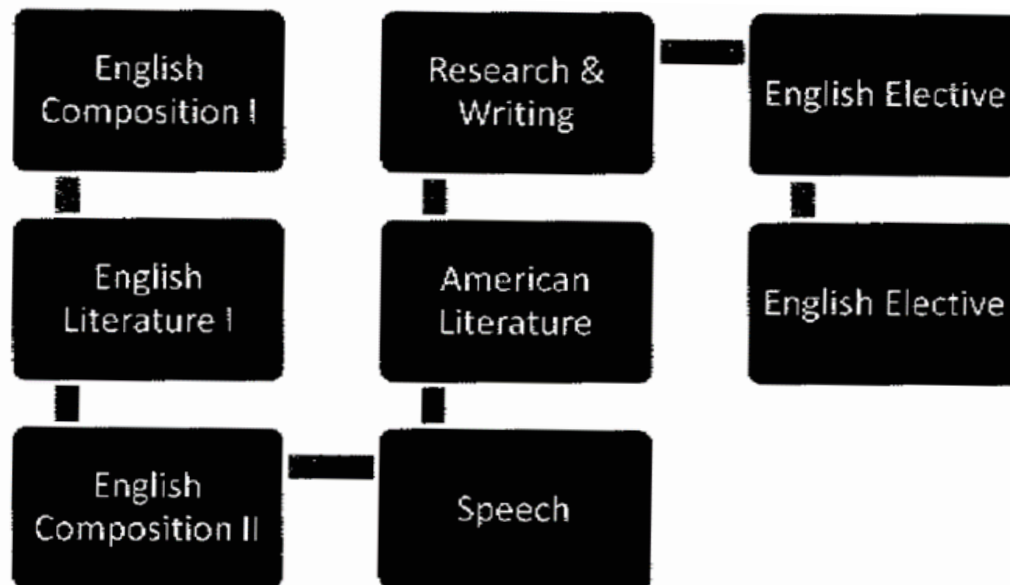
*The basic structure of nonvascular plants.

*How the development of vascular tissue and the increased dominance of the sporophyte generation made the seedless vascular plants more successful than the nonvascular plants.

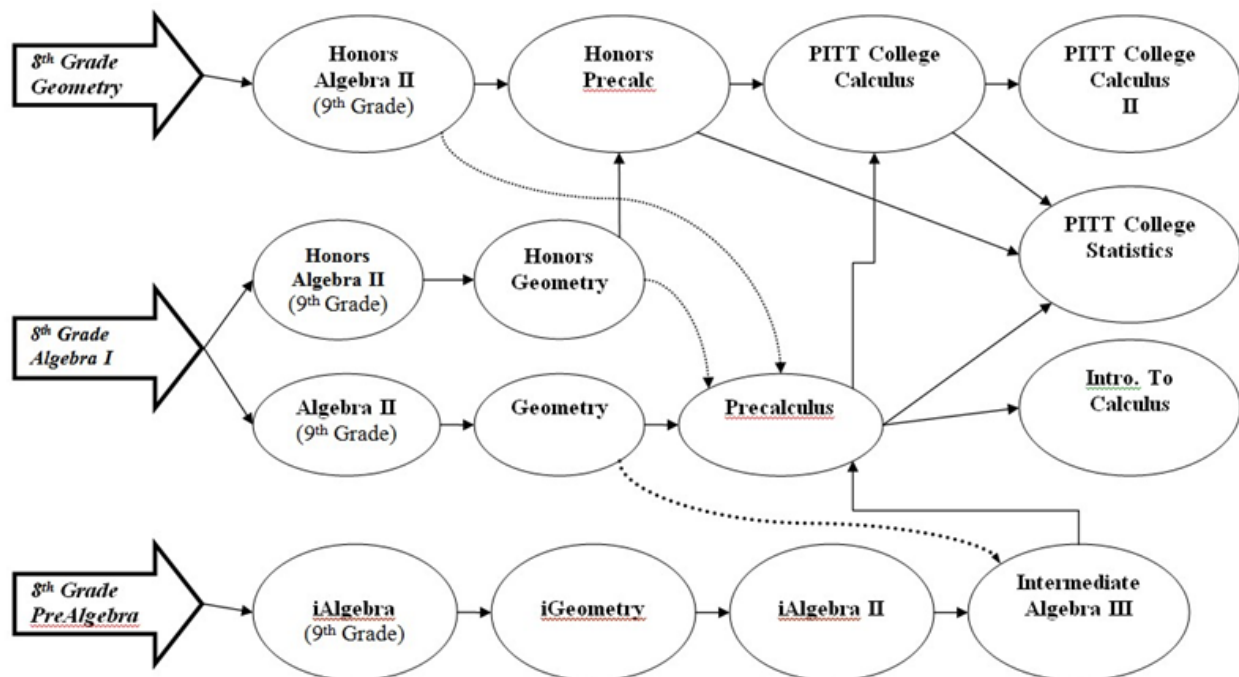
What is a flowchart of the courses within a subject area?

A flowchart is used to show the prerequisites of courses and the order in which students may take courses within a subject area. It is necessary to include all levels of courses in the flowchart (regular, college preparatory, honors, AP, etc.) as this also helps us review your courses.

Example 1: English department flowchart



Example 2: Math department flowchart



What is a rubric?

A rubric is a guide listing specific criteria for grading or scoring academic papers, projects or tests. A rubric consists of a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. The following documents are **NOT** being requested. Please do **NOT** submit the following:

- » Grading scale.
- » Course grade breakdown.
- **Example:** Participation - 10%, Tests - 50%, Quizzes - 20%, Homework - 20%

Example 1: Writing rubric

Essential Elements	1	2	3	4	5
Development of Topic & Details	*No thesis, undeveloped or vague thesis, theme or topic *Few or no relevant details	*Inconsistent or basic development of thesis, theme, or topic; limited in depth or clarity *Details lack elaboration; important details omitted; some details inaccurate	*Adequate development of thesis, theme, or topic; *Conclusion is more than a summary *Details are adequate, accurate, relevant; some elaboration	*Consistently & fully developed thesis, theme or topic; *Draws a conclusion *Details are specific, enhance development, and are elaborated upon	*Clearly & fully developed, original, insightful thesis, theme, topic & conclusion *Rich supporting details are fully elaborated upon & enhance development
Information Integration	*No evidence of understanding the subject or content *No connection between subject or content and task	*Inaccurate or basic understanding of subject or content *Few connections to subject or content and task	*Adequate understanding of subject or content *Implied connection between subject or content and task	*Clear understanding of subject or content *Clear connections between subject or content and task	*In-depth analysis of subject or content *Insightful connections between subject or content information and task
Organization & Format	*Lacks focus and organization or unclear focus organizational strategy *Format of paper is not consistent with assignment	*Establish but does not maintain focus *Organizational strategy includes some transitions *The paper has major formatting issues	Maintains a clear and appropriate focus Logical progression of ideas with transitions, some inconsistencies *Some of the paper is formatted correctly with minor inconsistencies	*Clear and appropriate focus; *Logical & controlled organization throughout; *Appropriate transitions; not formulaic *A majority of the paper is formatted correctly	*Clear and appropriate focus *Effective use of appropriate transitions *Writer expresses relationships among ideas; *Careful & subtle organization *Entire paper is formatted correctly
Word Choice, Sentence Variety and Structure	*Poor sentence structure; many fragments and/or run-ons *No sentence variety *Limited vocabulary; or consistently inappropriate for purpose	*Complete sentences; *Rudimentary sentence variety *Appropriate vocabulary	*Deliberate sentence variety *Effective vocabulary	*Sentence variety enhances style & effect *Varied and precise word choice	*Complex sentence variety enhances style & effect *Sophisticated language
Grammar, Usage & Mechanics	*Errors in grammar, usage & mechanics make writing unclear; or distract *Few or no citations	*Errors in grammar, usage & mechanics disproportionate to length & complexity of piece *Pattern of major citation errors	*Some errors in grammar, usage & mechanics *Pattern of minor citation errors	*Few errors in grammar, usage & mechanics *Some citation errors	*Mastery of grammar, usage & mechanics *Few or no citation errors

Example 2: Math rubric

	4	3	2	1
Neatness	<i>Homework is in an orderly packet and is incredibly neat, with no smudges or tears</i>	<i>Homework is in an orderly packet and is neat, with a few smudges or tears</i>	<i>Homework is in a packet with several smudges or tears</i>	<i>Homework is disorderly, with many smudges or tears</i>
Completion	<i>All of the assigned work is complete</i>	<i>Most of the assigned work is complete</i>	<i>Some of the assigned work is complete</i>	<i>Student did not turn in assignment</i>
Timeliness	<i>Homework was received on the due date</i>	<i>Homework was 1 day late</i>	<i>Homework was 2 days late</i>	<i>Homework was 3 or more days late</i>
Accuracy	<i>All of the answers are correct</i>	<i>Most of the answers are correct</i>	<i>Some of the answers are correct</i>	<i>Little to none of the answers are correct</i>
Work Shown	<i>All work is meticulously shown</i>	<i>Most work is meticulously shown</i>	<i>Some steps for problem solving are missing</i>	<i>Student did not show any work</i>