

HONORS BY EXHIBITION, EMBEDDED HONORS, SAMPLE HONORS OPTION EXPECTATIONS AND CONTRACTS, SAMPLE HONORS OPTION PORTFOLIO ASSIGNMENTS & RUBRICS

Excerpt from the Principal's Blog At Sanborn Regional High School

New Hampshire

NOTE: New Hampshire as a State is dedicated to competency-based education. At Sanborn Regional High School, one recurring theme has to do with encouraging and supporting students in exceeding the competencies. An important aspect of this work is how the school has redefined honors in terms of the "work" produced by students rather than by a course students take.

What Defines Honors Work?

"In a traditional high school, honors course work is defined by a course you take. At Sanborn our focus has been to personalize the pursuit of honors work and to focus on the work produced by students. Sanborn provides students with the opportunity to contract for honors consideration. This means that students who elect to participate and then produce honors level work will receive honors credit. The option is not limited to only a few courses, but is open to students in all courses they take."

... "By definition, honors work can best be described as a product that shows that a student delved more deeply into methodology, structure, and/or theory; addressed more sophisticated questions; and satisfied more rigorous standards. The content of an honors assignment can be one of two things. The content is either broader in scope or deeper in examination than in a comparable assignment."

At Sanborn Regional High School, simply increasing the quantity of work or the hours spent on work "does not constitute an honors option." "Honors work should incorporate all regular course content with added emphasis on student involvement in learning and demonstrating higher levels of intellectual skills."

.... "Students examine course material and use critical thinking skills in order to interpret the material. The work requires understanding and analysis rather than simple memorization or restatement of material. Students' learning outcomes demonstrate that they have had to analyze problems, evaluate possible decisions or actions, and draw reasonable conclusions or generate unique solutions."

The principal's blog on Redefining Honors at Sanborn goes on to describe how the school shifted school structures to better meet the needs of honors students. In 2010, Sanborn Regional High School reorganized into small learning communities. 9th and 10th grade students were cohorted in heterogeneous teams for their core classes. There were 90 students per team in grade 9 and 60 students per team in grade 10. Similarly, faculty members were grouped as

communities of practice who shared students in common. Each interdisciplinary team of teachers had control over a “block” of time and how it would be spent with students. According to school administration, “the freedom to heterogeneously group students allowed us to reach nearly a 100% success rate in scheduling students for the classes they needed.... Instead of offering separate honors sections, we allowed students to contract for honors within their existing class. With each honors contract, teachers and students came to an agreement over what their learning plan would look like, how their work would differ from a student who was not contracting for honors credit, and how the teacher would be assessing their work.” The principal describes how this process of contracting for honors credit “shifted our thinking of honors, from a definition of *where* they learn to an articulation of *what* they produce.

The Principal’s blog on “Redefining Honors at Sanborn,” also describes the ways in which the school is supporting teachers during this transition. According to the principal, “allowing teachers to work collaboratively and providing time for teachers to do this work is imperative.” To view the full blog, see <http://srhsprincipalsblog.blogspot.com/2014/02/redefining-honors-at-sanborn.html>

HONORS BY EXHIBITION

Bow High School

Bow School District

Bow, New Hampshire

“Our intention at Bow High School is to challenge each student academically. Some students, however, may wish to challenge themselves beyond the general curriculum requirements. For these students, Bow High School will offer an honors option.

Students may choose to complete an honors option in any course not designated Advanced Placement. Upon successful completion of honors option requirements, students will receive an honors designation on their academic records.

Students selecting the honors option must complete the following requirements:

1. develop an honors option plan with the classroom teacher, detailing a timeline of activities the student will engage in throughout the semester and as part of their honors option requirement;
2. Students and teachers will select one or more activities to complete from the following list: a. selected readings, b. interdisciplinary projects, c. problem-solving or inquiry-based projects, d. development and/or public presentation of one’s work and/or e. in-depth and expanded study of specific curricular areas;
3. complete a learning journal of outside reading assignments and other learning activities associated with the honors option;
4. demonstrate leadership qualities in the classroom;

5. demonstrate self-direction and motivation as a learner, as well as exemplary work habits;
6. demonstrate mastery of fundamental concepts; and
7. complete a self-evaluation.

Process for Selecting the Honors Option

- Students interested in the honors option should meet with teachers within the first two weeks of the start of the semester to develop their honors option plan. At that time, students will discuss specific requirements, ideas, and a timeline with their instructors. Students should continue to meet with their teachers a minimum of four times throughout the semester to keep teachers informed of progress.

- Students may choose at any time, to terminate their honors option study. Termination will have no impact on course grades; students will simply not receive the honors designation on their academic records. A panel of two or more teachers will meet to evaluate and assess students' progress and honors option requirements. The panel of teachers will determine whether students have successfully completed the honors option requirements initially outlined in the original plan."

AMERICAN STUDIES EMBEDDED HONORS DESCRIPTION AND OVERVIEW

Bainbridge High School

Bainbridge Island, Washington

"This year all American Studies teams will offer an embedded Honors option. The purpose of embedded Honors is not to "add on" to the already-challenging American Studies course work and expectations, but to encourage those students who wish to go above and beyond the requirements to challenge themselves in multiple areas. The structure of embedded Honors is designed to help students develop their ability to monitor, reflect on, and document their own learning.

Embedded AS Honors overview:

1. Students will need to demonstrate Honors achievement in 4 of the 6 categories outlined on the AS Embedded Honors Rubric. The Writing and Classwork categories are required. The student will prove his or her achievement in those two categories as well as at least two other categories of his/her choosing.

2. All Honors students will write and submit a two-page reflection at the end of each semester that will provide evidence for having met the Honors criteria in 4 categories. He or she should submit attached evidence--graded tutorials, assignments, etc.--with the two-page reflection. The American Studies teachers will review and evaluate the student's reflection paper and evidence to determine if the student has met the Honors criteria.

Students who wish to pursue this Honors option will take the following steps:

1. Review the Honors standards as outlined in the AS Embedded Honors Rubric and the Literature Analysis writing rubric. (The Historical Analysis writing rubric will be released before the second tutorial, the history tutorial, is assigned.) The two writing rubrics will be similar, but are intended to assess the different skills required by literary and historical analytical writing.
2. Notify their American Studies teachers in writing of their intent to pursue the Honors option fall semester by turning in a complete Letter of Intent.
3. Monitor their progress and development in American Studies. Challenge themselves to extend their ideas beyond the classroom walls; strive to build on their academic strengths and to address their academic weaknesses; take on projects, such as History Day, that are meaningful to them and that relate to American Studies; contribute positively to the classroom community.
4. Meet with their American Studies team teachers at or before midterms to discuss their progress so far and to affirm their desire to continue pursuing the Honors option.
5. Maintain a B+ or above in American Studies. Students who earn below a B+ at the end of the semester will not be eligible for the "H" designation even if they have fulfilled other Honors requirements, such as the 2-page reflection paper.
6. Submit a 2-page reflection paper at the end of the semester that clearly, thoroughly, and convincingly communicates to the American Studies teachers how he/she progressed throughout the semester and met the Honors criteria in the two required categories as well as at least two other categories."

"The purpose of embedded Honors is not to "add on" to the already-challenging American Studies course work and expectations, but to encourage those students who wish to go above and beyond the requirements to challenge themselves in multiple areas.

The following are the requirements for Honors:

Earn a B+ or above in American Studies for the semester. Students who earn below a B+ at the end of the semester will not be eligible for the "H" designation even if they have fulfilled other Honors requirements.

Meet expectations for honors in writing, which means at a minimum earning an A- on one of your semester tutorials while "exceeding the standard" in the area of ideas (as defined on the tutorial scoring rubric).

Meet the expectations for honors in class participation/leadership, which means: In

small group work, being actively involved in group activities, helping the group accomplish the objectives involved, and being a positive, supportive member of group discussions and work who is respectful of the views of others. Also, take the initiative to work with a wide range of students, not just your friends. In whole class discussions, a successful candidate for Honors in American Studies is actively involved, asking questions and sharing ideas, which advance the discussion and doing so in a way that is respectful of the views of others. In whole-class activities, a successful candidate for Honors in American Studies is focused on the class activity, taking notes during lectures, paying attention during films and discussions and refraining from excessive talking or anything that distracts from their own learning and the learning of others.

Meet the honors standard in at least two of the remaining four categories: *Projects/work outside and beyond the class – In classroom projects (group or individual), going beyond what is expected; outside the classroom, taking advantage of opportunities available in the community to enhance your understanding of what is being studied in class. *Homework – Routinely going beyond the requirements of the assignments, enriching his/her understanding with other texts that go beyond the required reading; creatively connecting the class to outside experiences. *Metacognition – Regularly making insightful comments and unexpected connections in written work and class discussions, enriching both with knowledge from outside the class. *Oral finals - The student expresses himself/herself fluently, with precise, appropriate and high impact words; displays deep knowledge of the topic, as well as creative and original thinking; makes insightful connections to other American Studies concepts or content outside the question.

Submit a 2-page reflection paper at the end of the semester that clearly and thoroughly communicates to the American Studies teachers how he/she progressed throughout the semester and met the Honors criteria in the two required categories as well as at least two other categories. Attach evidence to support attainment of honors in writing (particularly at least one of your two tutorials).

American Studies Honors Letter of Intent

Fall Semester, _____

If you have read the Embedded Honors Description and Overview as well as the Honors rubric and are interested in pursuing Honors for this semester, you must complete the following form and letter of intent and return it to your American Studies team. Remember that you are under no external obligation to complete Honors credit once you submit this document.

.....

Step One: Complete and sign checklist below and write your letter of intent.

I have read the AS Honors Description and I understand it.

I have read the two draft rubrics provided and understand the criteria . I also know that the final drafts will be similar but may have minor changes.

I agree to meet with my teachers at or before midterms for a progress meeting.

I understand it is BHS policy that students must earn a B+ or above in order to receive Honors credit.

I have reflected on my workload and priorities and feel this is an appropriate personal challenge.

Student's Signature and Printed Name

Letter of intent guidelines:

We assume that all students in our class are honorable. We expect all students to challenge themselves and grow academically as well as personally in American Studies. If you have decided to go above and beyond the requirements and achieve Honors in American Studies, we would like to hear why you have made that choice and what you hope to gain from the process. Please write a brief, specific, and clear letter to us that explains your motivations for pursuing Honors, your primary goals, and what you think about your current strengths and weaknesses in the 6 areas we've outlined on the rubrics (Projects/Related Activities; Class Work; Homework; Metacognition/Essential Skills; Concept/Content Oral Finals; and Writing).

Step Two: Meet with team teachers for progress meeting at or before midterms.

Summary of meeting:

Student's Signature

Teachers' Signatures

NOTE: See also the American Studies Embedded Honors Rubric

<http://www.bisd303.org/cms/lib3/WA01001636/Centricity/Domain/574/AS%20Honors%20Rubric%202012.pdf>

Bainbridge High School

Bainbridge Island, Washington

“Going Beyond: Honors & Enrichment. In 10th Grade English, students take charge of their own learning. Beyond the required course work, all students have the option to enhance, deepen or expand their knowledge and skills in every unit. Students go beyond the requirements of the assignment by: adding complexity or depth, executing the assignment with creativity or skill, and/or making connection to other units within the course or literature outside of class. Honors students add energy and excellence to the classroom atmosphere by demonstrating their dedication to the art of letters every day.

The following are the requirements for Honors:

- 1) Earn **90%** or above in 10th English for the semester. Students earning **87 - 89.9%** will be considered on a case by case basis. Below a B+ at the end of the semester will not be eligible for the “H” designation even if they have fulfilled other Honors requirements.
- 2) Meet expectations for honors in **writing**, exceeding and demonstrating the standard on idea development, style and required writing.
- 3) Meet the expectations for honors in class participation/leadership, which means:
 - In **small group work**, be actively involved, help the group accomplish the objectives, be a positive, supportive member of group discussions, be respectful of the views of others, and take the initiative to work with a wide range of students, not just friends.
 - In **whole class discussions**, a successful candidate for Honors actively asks questions and shares ideas, which advance the discussion in a way that is respectful of the views of others.
- 4) Meet the honors standard in two of these three categories:
 - **Classroom Participation:** go beyond what is expected; outside the classroom, take advantage of enrichment opportunities to enhance your understanding of what is being studied in class. Regularly make insightful comments and unexpected connections in written work and class discussions, enriching both with knowledge from outside the class.
 - **Homework:** routinely exceed the requirements of the assignments, enrich your understanding with other texts that go beyond the required reading; creatively connect the class to outside experiences.
 - **Metacognition:** express awareness of your own process and progress learning. This includes the two-page reflection paper at the end of the semester.
- 5) Mid-semester, students who believe they meet this criterion declare their intention and outside of class time, meet with the teacher one-on-one to discuss their program to achieve Honors.

At the end of the semester, submit a **2-page reflection paper** that clearly and thoroughly communicates to your 10th English teacher how you met the honors criteria. Attach evidence to support attainment of honors in writing. At any point students may withdraw their application, for whatever reasons, without penalty. Any 10th English student who chooses **not** to apply for Honors may still submit special accomplishments or outside enrichment to the

teacher for extra credit points.”

A SAMPLE HONORS CONTRACT

South Medford High School

Medford School District

Medford, Oregon

Freshman Academy Open Honors Contract

By reading and signing this contract, it is a sign of acceptance and agreement with the academic and behavioral expectations required for the designation of “honors” in this course of study.

Academic Expectations

Honors students will show maturity and integrity in their work by

working with academic honesty - citing sources and avoiding plagiarism when necessary, working independently from the teacher, staying on task to complete their work in a timely manner

maintaining a high level of academics within the class

maintaining a portfolio of completed work as evidence of work quality

maintaining a minimum grade of B (80%) to attain honors designation

Assignments will be handled in the following manner: They will be...

completed and turned in on time. Late work will be assigned less credit as outlined in the Student Handbook for SMHS.

written in ink and formatted in the style shown in Connections and English 1 classes completed using the writing process, including a rough draft with a final copy for writing assignments

scored according to the state and district writing rubric, with honors work striving for a level of 5 on that rubric

a mixture of the regular class work and specific projects. Honors students have the option of doing assignments in an individualized manner as befits their learning style and academic capabilities with prior approval from the instructor.

Behavioral Expectations

Honors students are able to work in a mature and independent manner, whether in the classroom or working outside of the classroom. They will continue and maintain a positive and productive working relationship with peers within the classroom setting according to classroom expectations, but they will also be able to work outside of the classroom when necessary in a manner following school rules and expectations.

Honors students will independently check for missing work after an absence and double check with the teacher for instructions regarding that work.

Honors students are expected to participate in discussions, to be actively involved in group work, and to be a leader within the combined level classroom.

Honors students will keep a portfolio of their work and will periodically write a persuasive paper explaining why they should earn honors designation based on specific work samples.

Attendance

Regular attendance is expected. If an absence is planned, students are expected to communicate this to their teacher in advance to get information on assignments or activities.

HONORS EMBEDDED WORLD HISTORY – COURSE DESCRIPTION AND STUDENT EXPECTATIONS

Tamalpais High School

Tamalpais Union High School District
Mill Valley/Larkspur, California

“Description: Honors Embedded World History offers interested and highly motivated sophomores enrichment opportunities and enhanced learning experiences within their existing World History section. Students pursuing the honors option will follow the same content areas and will be held to the same learning outcomes of the standard World History course. Extra emphasis, however, will be placed on developing advanced reading, writing, analytical, and communication skills. The following is an overview of the specific guidelines and expectations for students enrolled in Honors Embedded World History. We encourage students and parents to review these together before committing to the honors option.

Enrollment: Honors Embedded World History is open to any sophomore student at the Beginning of the semester ONLY. Students are encouraged to review the expectations for the Course with their parents/guardians. The signed form should be submitted to the student’s World History teacher no later than _____.

After the enrollment period, students will NOT be allowed to drop the honors option. Students must maintain a final Fall semester grade of “C” in order to continue in the honors course during the Spring semester.

Course Expectations:

Honors Embedded World History will challenge students to strive for depth of knowledge and

Higher levels of critical thinking. Beyond the regularly assigned homework assignments, as well as studying and research expectations for the course, honors students may be required to spend additional time to complete their assignments, some of which may involve investigations not covered in depth in the course content.

If you pursue the honors option, you will:

1. Complete an “outside reading” assignment or project. Books selected for this project must come from the designated honors-level list or be approved by the teacher.
2. Read at least 1 primary or secondary source and review at least 1 multimedia resource (podcast, online lecture, etc.) above and beyond the regularly assigned class reading for each content unit. You will be expected to demonstrate evidence of your understanding of these sources.
3. Select or be assigned prompts from a designated honors-level list for all major writing assignments. All of your major writing assignments and projects will be evaluated using a separate honors rubric.
4. Lead or share leadership of at least one small or large group class discussion by the end of the school year.
5. Interact with other students pursuing the honors option through online forums such as Moodle and/or via additional seminar discussions scheduled outside of class.
6. Demonstrate leadership qualities in the classroom and model positive habits of mind and productive habits of work.

Honors/Credit Designation: Students enrolled in Honors Embedded World History Will receive an “Honors” designation on their official transcript and a weighted Grade that will factor into their high school GPA but will not be calculated as an Honors class for CSU or UC college applications.”

I have read and understand the expectations for the Honors Embedded World History Course. Please enroll me for the Fall _____ semester.

Student Name/Signature

Parent Name/Signature

Date”

*** CCASN NOTE: California-specific: “Ninth- and 10th-grade-level high school courses that schools might designate as “honors” do not meet the UC honors-level requirement and therefore are *not* granted special “honors” credit by the University.” (Source: a-g guide, U.C. Office of the President.)

ENGLISH 10 HONORS OPTION

Branford High School

Branford, Connecticut

“The Branford High School English 10 curriculum is designed to challenge all students. An Honors Option exists for those students seeking to explore the course concepts and skills in greater depth or breadth. Students who earn the honors distinction in English 10 are expected to meet and exceed the expectations for the standard curriculum in the course, and they must show evidence of extended learning in the subject matter. To this end, honors-level students in English 10 should be able to demonstrate capabilities through more thoughtful literature responses, extended literary analysis, deeper textual connections, self-motivated learning habits, and regular reflective pieces.

Expectations and Requirements

English teachers will provide clear expectations for the honors distinction through the use of a rubric, which spells out the requirements for the honors portfolio. In addition, information will be provided to help guide students on how they can clearly demonstrate their learning in these areas. In order to achieve an honors distinction in English 10, a student must

§ Satisfactorily complete all coursework assigned in English 10

§ Achieve at least a proficient (3) rating on the school's [writing PGR](#) *

§ Earn at least a B for the course

§ Complete at least five honors-level reading and writing extension assignments over the course of the year

§ Show evidence of extended learning through their papers and classroom discussions

§ Complete an extended [vocabulary component](#) and application

§ Exhibit evidence of insightful literature analysis and connections in writing and classroom discussions

§ Show evidence of self-motivated learning habits and responsible behavior”

- PGR #2- Write Using Standard English for a Variety of Purposes

https://spreadsheets.google.com/pub?key=p8SbPjUfKGMxBaW6f_zk3KA&output=html

Vocabulary component (SAT words)

<http://branfordhighschool.wikispaces.com/vocabulary>

Summer Reading Assignment: (additional resources are available on the school web site)

“The summer reading assignments for English 10 honors option is to read one required book off the Branford High School list for incoming sophomores **and** to read Khaled Hosseini's novel, *The Kite Runner*, take thematic notes in response to the reading, view the 2007 film version of the novel, and write a formal essay to be handed in during the first week of school. This book counts as your choice novel as part of the 10th grade summer reading assignment. Here is a link to the BHS Summer Reading Page:

http://bhsenglish.wikispaces.com/summer_reading

On the first day of school, you will hand in a formal essay that answers the following prompt:
Compare the two versions of *The Kite Runner* – the novel and the film – and analyze the representation of a subject or a key scene from each version, including what is emphasized or absent in each version. Support your ideas about the comparison with well-developed reasons based on direct evidence from the novel and film. Use a thesis sentence in the introduction and then use at least two direct quotes from the novel in your final essay.

In order to prepare to write a well-supported, cohesive formal essay and to connect to a major writing assignment later in the year, it is **essential** that you take notes on the reading. Look for and identify important passages from the novel (with page numbers) that reveal the character and the essential themes that arise in the novel. As you read the novel, concentrate your efforts on looking for references to the following themes and recording them along with your thoughts and reactions on The Kite Runner Chart.

- Loss of innocence and coming of age
- Redemption of the human spirit
- Social evils and the pain of war
- People's inner conflicts
- The destructive power of jealousy and insecurity
- The lingering impact of guilt

Complete the following as you read the novel:

- Choose only five of the six topic/themes from above
- Gather at least two significant passages for each of the five topic/themes you select
- Record the passages in the notetaking sheet along with your response in the appropriate columns

Guidelines for selecting significant passages from *The Kite Runner*:

Look for passages that show how characters grow and change over the course of the novel, both in their attitudes and outlook on life. What do these changes illustrate about human tendencies? How does the author use symbolism and conflict to reveal larger ideas about human nature? How do the topics and themes mentioned above connect to the characters? Look for opportunities in the novel to expand on and analyze character actions, events, and ideas. How do character actions, events, and ideas provide insight into larger truths about how people tend to act?

In preparation for writing your formal essay, take notes relating to significant differences between the novel and the film in the following three areas:

1. How the characters and their conflicts are portrayed and developed.
2. How the themes from above are portrayed similarly and differently”

There are also Honors Option assignments and resources for common units, including short stories, Shakespeare Comedy, A Separate Peace, Utopia & Dystopia, and Alienation and Isolation available on the English 10 Honors Option web page.

English 10 Honors Option: MID-YEAR PORTFOLIO (details and checklist available on school website) <http://branfordhighschool.wikispaces.com/Mid-year+portfolio>

English 10 Honors Option: END OF YEAR PORTFOLIO (details and checklist available on school website) <http://branfordhighschool.wikispaces.com/End+of+year+portfolio>

Directions: Please include this list as the first page in your portfolio. Please check if the assignment is completed/not completed. For each essay, include all related materials including rough drafts, rubrics, peer revision sheets as applicable. Number each item in the portfolio & write the corresponding number in the order in the table below.

The portfolio is due _____.

| | Completed: Y/N | Item # |
|---|-------------------|--------|
| 1. Mid-Year Reflective Essay (2-3 pages) | | |
| 2. <u>The Kite Runner</u> Summer Reading essay assignment | | |
| 3. <u>The Kite Runner</u> notetaking sheet related to themes | | |
| 4. Independent Short Stories Dialectical Notes | | |
| 5. Short Story Compare & Contrast Essay | | |
| 6. <u>A Separate Peace</u> & <u>The Kite Runner</u> Thematic Comparison Essay | | |
| 7. Honors option signed letter of intent | | |

If you have completed the following assignments, please include them in your portfolio:

Shakespearean Literary Criticism Paper

Dystopia Comparison Paper (Fahrenheit 451 & 1984)

Frankenstein Essay – Relating the Novel to Issues in

Science & Sociology

Prompt for Mid-Year reflective essay (to be included in portfolio):

Based on the criteria for the honors option, why do you deserve the honors distinction for your work and effort in class this year? Discuss what you think your personal strengths are in English and where you might need to improve as a student. Be specific.

“What have you done to extend and/or deepen your learning and understanding in class this year? Give yourself credit for where you have worked hard and improved, and be honest about where you think you need to work harder. Go back and review teacher comments on your work.

What are some of your strengths in writing? What are areas for growth? What type of extra help or enrichment activities have you attempted, if any, that could help you grow in English? What are some goals you might have for growth in the upcoming semester?”

Your end of year portfolio in the English 10 honors option should be a showcase of your honors level work completed throughout the year. It needs to include all the extra work submitted to earn the honors distinction, including your original copies with teacher comments, grading rubrics, and drafts (if appropriate).

Directions: Please compile the honors level assignments completed the second semester. Using the chart below, please check if the assignment is completed/not completed. Number all pages in the portfolio & write the corresponding page in the chart below. Use this sheet as your cover page.

In addition, you will complete an end of year reflective essay which will be included as part of the portfolio. The requirements of the reflective essay are detailed on a separate sheet.

The Final Portfolio is due _____.

| | Completed: Y/N | Page |
|--|-------------------|------|
| 1. End of year Reflective Essay (3-4 pages) | | |
| 2. Copy of Mid-year portfolio Assessment sheet | | |
| 3. Dystopia Comparison Paper (<u>Fahrenheit 451</u> & <u>1984</u>) | | |

| | | |
|--|--|--|
| 4. <i>Frankenstein</i> Essay - Relating the Novel to Issues in Science & Sociology | | |
| 5. Shakespearean Literary Criticism Paper | | |

Prompt for End of year reflective essay (to be included in portfolio):

“Please review the work you have completed in English 10 honors, then write a reflective essay summarizing what you have learned so far this year, focusing especially on what you have discovered about yourself as a learner. Point out specific assignments and projects that challenged you the most to learn. Explain why. Discuss what you think your personal strengths are in English and where you might need to improve for next year. Be specific. What have you done to extend and/or deepen your learning and understanding of the topics studied in your English class this year? Give yourself credit for where you have worked hard and improved, and be honest about where you think you need to work harder. Go back and review teacher comments on your essays. What are some of your strengths in writing? What are areas for growth? What tasks, books, projects, or units have you especially enjoyed, and why? How would you rate your learning experience with the honors option? In what ways has it helped you become a better student? If it hasn't helped you, why not? What suggestions would you have for students pursuing it next year? Has the reading in class this year given you new insights on people, society, human nature, moral issues, or other important aspects of life? Have the essays you're written on these books improved your ability to articulate your ideas on these topics? Please explain your thoughts on this.”

“The English Department will assess the final portfolio and decide whether the student achieves honors or not for the entire year. The department will use the (following honors option rubric) to provide feedback and assess the different components of the student’s work and portfolio.”

Student name:

Directions: Both Part I and Part II must be satisfactorily completed in order for a student to earn the English 10 honors distinction.

Part I – complete YES or NO for each of the following

| | | |
|------------------|----------------|---|
| Midterm date: | Final date: | |
| | | Student has compiled the appropriate honors-level extension |

| | | |
|--|--|---|
| | | assignments in a portfolio (work quality will be assessed in Part II) |
| | | Student has achieved at least a proficient (3) rating on the school's writing PGR |
| | | Student has earned at least a B average in the class |

Part II - Assess the quality of the student work in the portfolio according to each of the four criteria. Use the following descriptors: (5)Exemplary – (4)Proficient – (3)Approaching proficiency – (2) Not acceptable – (1)Incomplete

| | | |
|--|--|---|
| | | Student has completed <u>all</u> coursework assigned in English 10 on time |
| | | Student has shown evidence of extended learning through their papers and classroom discussions |
| | | Student has exhibited evidence of insightful literature analysis and connections in writing and classroom discussions |
| | | Student has shown evidence of self-motivated learning habits and responsible behavior |

Comments:

SAMPLE EMBEDDED HONORS DESCRIPTIONS (Note: Each of these descriptions follow the regular English I and English II course descriptions in the course catalog).

From **West High School**

Madison Metropolitan School District

Madison, Wisconsin

(source: Curriculum Guide)

“English 1 Embedded Honors offers the opportunity for all students to enrich and intensity their English 1 experience. Students choosing the honors designation should possess a passion for the subject and demonstrate integrity and leadership in the classroom. Through completion of parallel and additional coursework, students will be challenged to think more independently and work toward more complex literary interpretation. A culminating project may be included.”

“English 2 Embedded Honors offers the opportunity for all students to pursue advanced skills and knowledge. Honors students will think independently; enjoy robust debate and value others’ ideas; seek complexity in literary interpretation; demonstrate integrity and leadership in the classroom. In addition to some parallel and additional coursework, students will complete a capstone project to culminate each semester. Each semester the capstone project will address a unique theme and be offered to all tenth graders at once. Embedded honors students can work with any sophomore they choose on the capstone project and will present their project publicly.”