**CHECKLIST: Transitional English Course Development**

MOU ⬝ Syllabus ⬝ Process Competencies ⬝ Content Competencies Spreadsheet

| **MEMORANDUM OF UNDERSTANDING** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Purpose of the MOU:   * Provides the SPP and LAP with information to determine if the MOU addresses all required Statewide policies and includes all of the components as required by the State. * Provides the high schools and colleges a contract with agreed upon responsibilities by each party. | | | | | |
| **MOU Requirements:** | | | | **Addressed** | **Not Addressed** |
| 1A. Course offerings & locations | | | |  |  |
| 1B. Approved curriculum documentation, assessment structure, and grading policies | | | |  |  |
| 1C. College enrollment | | | |  |  |
| 2A. Teacher qualifications | | | |  |  |
| 2B. Professional development and other supports | | | |  |  |
| *Student eligibility:* 3A. College readiness criteria & 3B. TE placement | | | |  |  |
| *Other district commitments*: 4A. Summative assessments, 4B. Transcription and reporting, & 4C. Advising supports | | | |  |  |
| *Other college commitments:* 5A. Statewide portability & 5B. State procedures for recognizing completion | | | |  |  |
| 6A. Data collection & sharing | | | |  |  |
| 6B. Primary contacts and notifications | | | |  |  |
| 6C. Disputes, 6D. Amendment, 6E. Term & termination, & 6F. Applicable law and severability | | | |  |  |
| All required signatures | | | |  |  |
| Note: 1) If the Statewide MOU template is not used, the content of the local MOU should match the ordering and numbering of the content of the Statewide MOU template. And additional items not in the Statewide MOU template must be placed at the end of the MOU document, prior to the signatures.  2) If additional requirements are agreed upon at the district level, confirm those requirements appear in the MOU. | | | | | |

| **SYLLABUS: COURSE PARAMETERS & POLICIES** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Purpose of the Syllabus:   * Provides the SPP and LAP with information needed to determine the following:   + Appropriate course name and portability code are used   + Content competencies are incorporated throughout the course   + Integration of process competencies is incorporated throughout the course   + Appropriate course materials are used   + Evaluation, including grading and assessment of students, is used that meets the MOU and statewide requirements * Provides the classroom teacher with information on course requirements, units of instruction, pedagogical approach, evaluation, and materials. | | | | | |
| **BASICS: The syllabus includes...** | | | | **Addressed** | **Not Addressed** |
| Course name, ISBE SIS code, portability code & course duration (1 year) | | | |  |  |
| Instructor name & contact information, high school name, and partner community college name | | | |  |  |
| Course Description (see State course description, though more can be added) | | | |  |  |
| Course Materials: List of needed texts and/or supplies | | | |  |  |
| **EVALUATION: The syllabus clearly states and/or demonstrates the following...** | | | | **Addressed** | **Not Addressed** |
| A **grade of C or better** is required for portability ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| A **holistic assessment approach** is present and includes  **a variety of diagnostic, formative, and summative assessments** to measure students’ progress toward attainment of the competencies ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| A **progressive grading approach** is present and **offers multiple opportunities for feedback and student reflection** to help students demonstrate skills and growth over the length of the course ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| **Formal graded writing and analysis assignments** must account for at least 60% of the final grade ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| **No single assignment** may be 50% or more of the final grade ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| **Grading scale** is provided. | | | |  |  |
| The course must include **at least three multiple-draft essays progressing in length and depth** ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| Expectations of **multiple drafts** are explained. | | | |  |  |
| **Scaffolding** is illustrated in the unit plans. | | | |  |  |
| **UNITS OF STUDY (4-6 units suggested): The syllabus includes a detailed outline of each unit of instruction….** | | | | **Addressed** | **Not Addressed** |
| Unit Theme & Description | | | |  |  |
| Compelling Question | | | |  |  |
| Reading and Writing Components (include specific activities, assignments, and strategies used for reading and writing development) | | | |  |  |
| Core & Supplemental Texts | | | |  |  |
| Unit Components (sample assignments) | | | |  |  |
| Culminating Assessment | | | |  |  |
| Timing of the Unit within the Course | | | |  |  |
| **CORE COMPONENTS: The syllabus demonstrates...** | | | | **Addressed** | **Not Addressed** |
| **Reading and writing are integrated** in the curriculum and not taught in isolation and subskills fashion ([p. 3](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| Course pedagogy and related text selections are organized around **themes, critical issues, or concepts** directing student focus to larger ideas that foster critical thinking, reading, and writing skills ([p. 3](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| A variety of college-level texts of different types are assigned, with **a primary focus on non-fiction** and interest of students ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| A **variety of modes** are included, which may include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| The course offers **choice of texts to students** whenever possible to improve motivation and engagement and to better relate to students’ life and career goals  ([p. 4](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)). | | | |  |  |
| **PROCESS COMPETENCIES: The syllabus includes a NARRATIVE regarding integration of each competency...** | | | | **Addressed** | **Not Addressed** |
| Planning & Monitoring (Metacognition) | | | |  |  |
| Self-Reflection (Metacognition) | | | |  |  |
| Transfer (Metacognition) | | | |  |  |
| Personal Ethic (Essential Skills) | | | |  |  |
| Work Ethic (Essential Skills) | | | |  |  |
| Teamwork (Essential Skills) | | | |  |  |
| Communication (Essential Skills) | | | |  |  |
| **CONTENT COMPETENCIES: The syllabus includes a NARRATIVE regarding integration of content competencies as a whole...** | | | | **Addressed** | **Not Addressed** |
| Overview of the integration of content competencies (reading, writing, and critical thinking & analysis) | | | |  |  |
| Note: 1) If the Statewide syllabus template is not used, the content of the syllabus should match the ordering of the content of the Statewide syllabus template. Any additional items that are not in the Statewide syllabus template should be placed after the required items in the document. 2) If additional requirements are agreed upon at the district level, confirm those requirements appear in the syllabus. | | | | | |

| **PROCESS COMPETENCIES: METACOGNITION***support students to consider how, why, and when to  employ various reading and writing strategies and processes (*[*p. 4*](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)*)*Not Directly Assessed(evidence of integration throughout the course and embedded in course activities) | | | | | **Evident in Unit Plans** | **Not Evident in Unit Plans** |
| --- | --- | --- | --- | --- | --- | --- |
| **Planning and Monitoring** | | | | | | |
| Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills. | | a. Identify and address break-downs in reading comprehension. | | |  |  |
| b. Assess and address effectiveness of writing strategies to communicate a claim. | | |  |  |
| c. Set goals for on-going learning with appropriate revisions in response to progress. | | |  |  |
| d. Develop and assess the learning process. | | |  |  |
| e. Ask questions to identify issues of comprehension and complexity. | | |  |  |
| f. Persist through complex literacy tasks. | | |  |  |
| g. Engage challenging ideas, methods, and texts in order to develop literacy skills. | | |  |  |
| **Self-Reflection** | | | | | | |
| Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes. | | a. Understand the impact of biases and assumptions on various groups and on themselves. | | |  |  |
| b. Monitor biases and assumptions while working through literacy tasks. | | |  |  |
| c. Make connections between self and the task. | | |  |  |
| d. Seek help from appropriate resources. | | |  |  |
| e. Articulate and assess methods of self-reflection. | | |  |  |
| f. Adjust position, perspective, or plan as needed. | | |  |  |
| g. Reflect on how understanding has changed. | | |  |  |
| **Transfer** | | | | | | |
| Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the English language arts classroom. | | a. Make connections between self and world. | | |  |  |
| b. Make intertextual connections. | | |  |  |
| c. Create new meaning and original ideas from learned content. | | |  |  |
| d. Apply background knowledge to new learning contexts. | | |  |  |
| e. Recognize and apply complementary learning processes among reading, writing, critical thinking. | | |  |  |
| f. Identify appropriate literacy strategies for given task. | | |  |  |
| g. Apply cross-disciplinary learning processes to new learning contexts. | | |  |  |

| **PROCESS COMPETENCIES:  ESSENTIAL SKILLS** *relating to overall college readiness, employability, and life success (*[*p. 4*](https://edsystemsniu.org/wp-content/uploads/2021/02/Transitional-English-Course-Parameters-and-Competencies-20210205.pdf)*)*Not Directly Assessed(evidence of integration throughout the course and embedded in course activities) | | | | **Evident in Unit Plans** | **Not Evident in Unit Plans** |
| --- | --- | --- | --- | --- | --- |
| **Personal Ethic** | | | | | |
| Cultural Competence | a. Know others as individual people and build relationships regardless of personal similarities or differences. | | |  |  |
| b. Recognize and respect the inherent value of all cultures and be open to other cultures besides their own. | | |  |  |
| Persistence | a. Overcome obstacles to achieve their goals/accomplish their tasks. | | |  |  |
| b. Take responsibility for their own success by seeking assistance and guidance. | | |  |  |
| Technology Use | a. Stay on-task and use appropriate technological tools for appropriate purposes. | | |  |  |
| **Work Ethic** | | | | | |
| Time Management | a. Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision. | | |  |  |
| b. Respect others’ time by being on-time and having work completed when due. | | |  |  |
| Dependability | a. Be present and engaged when expected or promised. | | |  |  |
| b. Complete one’s “fair share” of work based on the team’s expectations. | | |  |  |
| **Teamwork** | | | | | |
| Flexibility | a. Be open-minded to others’ ideas and feedback as well as different processes and products. | | |  |  |
| Understanding Perspectives | a. Understand that others will have different experiences and ideas. | | |  |  |
| b. Identify others’ perspectives through written text and in face-to-face work. | | |  |  |
| Conflict Resolution | a. Engage with others in ways that focus on the content and are respectful in tone. | | |  |  |
| b. Seek to achieve a compromise that is acceptable to everyone involved. | | |  |  |
| c. Ask for support in mediating conflict when necessary. | | |  |  |
| **Communication** | | | | | |
| Technology Use | a. Use correct technology (e.g. email & face-to-face) to share a particular message for a specific audience & purpose. | | |  |  |
| Speaking and Listening | a. Eliminate distractions to focus on the speaker. | | |  |  |
| b. Provide appropriate non-verbal feedback cues and body language to acknowledge what the speaker is saying. | | |  |  |
| c. Convey ideas and express information in a manner appropriate for the audience, purpose, and task. | | |  |  |

| QUICK LINKS FOR SPREADSHEET CHECKLIST (BELOW): | | | |
| --- | --- | --- | --- |
| [Reading & Writing content competencies](#_z7cn9lovcahi) | | [Critical Thinking & Analysis content competencies](#_nhhtdmfqijxr) | |

| **CONTENT COMPETENCIES SPREADSHEET** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Purpose of the Content Competencies Spreadsheet:**   * Allows the SPP and LAP to confirm that all competencies and key performance indicators are addressed in the course. * Provides the classroom teacher a cross reference of the competencies and key performance indicators. * Presents **examples of assignments/assessments** for competencies & key performance indicators for SPP, LAP, and classroom teacher. | | | | | | |
| **READING & WRITING** **CONTENT COMPETENCIES** | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| (1) **IN READING:**  Students can consider reading and writing tasks and adapt their approaches and strategies. | Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. | a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation. |  |  |  |  |
| b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning. |  |  |  |  |
| c. Use a text’s structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning. |  |  |  |  |
| Students can summarize a text. | a. Identify the topic of the text and the author’s intent. |  |  |  |  |
| b. Accurately explain the main ideas of a text in their own words. |  |  |  |  |
| Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies. | a. Determine meaning through context clues. |  |  |  |  |
| b. Determine meaning using dictionary skills. |  |  |  |  |
| c. Determine meaning using knowledge of word parts. |  |  |  |  |
| d. Determine meaning of words and phrases, including figurative, technical, and connotative  meaning. |  |  |  |  |
| e. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings. |  |  |  |  |
| f. Incorporate academic vocabulary in their writing. |  |  |  |  |

|  | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| --- | --- | --- | --- | --- | --- | --- |
| (1) **IN WRITING:** Students can consider reading and writing tasks and adapt their approaches and strategies. | Students can identify the audience, purpose, and context of any given writing task. | a. Make choices about content based on audience and purpose. |  |  |  |  |
| b. Make choices about organization based on audience and purpose. |  |  |  |  |
| c. Make choices about development based on audience and purpose. |  |  |  |  |
| d. Make choices about style and tone based on audience and purpose. |  |  |  |  |
| Students can choose writing processes based on audience, purpose, and task. | a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. |  |  |  |  |
| b. Use reflection and feedback from peers and teacher to revise and strengthen writing. |  |  |  |  |
| c. Use editing and proofreading strategies to improve writing and conventions. |  |  |  |  |
| d. Submit the final product in an appropriate format based on task, audience, and purpose. |  |  |  |  |
| (2) **IN READING:** Students can analyze, evaluate, and synthesize while reading and writing. | Students can analyze and interpret texts. | a. Identify explicit and implicit ideas, main ideas, and supporting details. |  |  |  |  |
| b. Determine the author’s purpose, point of view, and tone, as well as the mood of a given text. |  |  |  |  |
| c. Draw logical conclusions using evidence from a given text. |  |  |  |  |
| d. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning. |  |  |  |  |
| e. Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world. |  |  |  |  |
| f. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text. |  |  |  |  |
|  | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| (2) **IN WRITING:** Students can analyze, evaluate, and synthesize while reading and writing. | Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. | a. Choose sources based on task, audience, and purpose. |  |  |  |  |
| b. Use sources to provide evidence to support a central idea or opinion. |  |  |  |  |
| c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing. |  |  |  |  |
| d. Identify content that needs to be cited, including summarized and paraphrased ideas. |  |  |  |  |
| e. Develop Works Cited lists. |  |  |  |  |
| **CRITICAL THINKING & ANALYSIS** **CONTENT COMPETENCIES** | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| (2) **IN READING:** Students can analyze, evaluate, and synthesize while reading and writing (continued). | Students can understand the credibility and reliability of evidence in texts while reading. | a. Evaluate the effectiveness of an author’s use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging. |  |  |  |  |
| b. Determine (discuss) an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |  |  |  |  |
| c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience. |  |  |  |  |
| d. Evaluate the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source. |  |  |  |  |
| e. Evaluate differences in sources across modes and media. |  |  |  |  |
| f. Evaluate how claims are supported with evidence and the effectiveness of those claims. |  |  |  |  |
| g. Develop interpersonal and intertextual connections. |  |  |  |  |
|  | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| (2) **IN WRITING:** Students can analyze, evaluate, and synthesize while reading and writing (continued). | Students can engage with evidence while writing. | a. Write to reflect on the stylistic decisions made by other authors. |  |  |  |  |
| b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. |  |  |  |  |
| c. Write to support claims for analysis or to examine and convey complex ideas, concepts,  and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  |  |  |
| d. Demonstrate an ability to evaluate source texts for the author’s purpose, angle, and coverage including where the text leaves matters uncertain. |  |  |  |  |
| e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim. |  |  |  |  |
| f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source. |  |  |  |  |
| g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |
| h. Integrate information into the text selectively to maintain the flow of ideas. |  |  |  |  |
|  | | | **Column B**  first occurrence in the course | **Column C** additional  occurrences in the course | **Column D** unit summary of first occurrence | **Column E**  addt’l info, resources, instructional materials |
| (3) **IN READING:** Students can demonstrate information literacy skills. | As an engaged reader... | a. Evaluate role as a reader in an information community. |  |  |  |  |
| b. Understand what makes sources authoritative and relevant to a given topic. |  |  |  |  |
| (3) **IN WRITING:** Students can demonstrate information literacy skills. | As a contributing writer... | a. Evaluate role as a contributing writer in an information community. |  |  |  |  |
| b. Evaluate and integrate multiple sources of information presented in different media or  formats, as well as in words, in order to address a question or solve a problem. |  |  |  |  |