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CW Middle School

English 8 A

1. Speaking (5.00%)

Learning Targets

1.1 I can participate in an organized discussion about structure, character, and themes using discussion techniques: building on questions, listening to others, and finding support for my answers using an in-person discussion.

Learning Target	Descriptor	Definition
4	Proficient	I can participate in an organized discussion about structure, character, and themes using discussion techniques: building on questions, listening to others, and finding support for my answers using an in-person discussion.
3	Developing	I can participate in an organized group discussion about story structure, themes, and characters using discussion techniques by listening to others and finding support for my answers using in-person discussion.
2	Basic	I can find support for questions others have answered using in-person.
1	Minimal	I can only answer questions when asked or ask questions not on the topic using in-person discussion.
0	No Evidence	No evidence shown.

2. Vocabulary Use (15.00%)

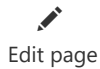
Learning Targets

2.1 I can define/match to examples terms: setting, plot, purpose, metaphor, simile, stereotype, tone, symbol, allusion, point of view, theme, irony, character, hyperbole, genre, foreshadow, inference, style, alliteration, assonance, and flashback.

Learning Target	Descriptor	Definition
4	Proficient	I can define/match to examples terms: setting, plot, purpose, metaphor, simile, stereotype, tone, symbol, allusion, point of view, theme, irony, character, hyperbole, genre, foreshadow, inference, style, alliteration, assonance, and flashback.
3	Developing	I can match most common literary terms and examples of them in use in literature.
2	Basic	I can demonstrate knowledge of some common literary terms used in literature by matching the word to its definition or to examples of them in use in literature.
1	Minimal	I can match less than half of the literary terms to their definitions or examples when grouped.
0	No Evidence	No evidence shown.

2.2 I can determine the meaning of unfamiliar words using prefix, suffix and root word knowledge and can correctly create words using them.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the meaning of unfamiliar words using prefix, suffix and root word knowledge and can correctly create words using them.



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Learning Target	Descriptor	Definition
3	Developing	I can match the meaning of unfamiliar words using prefix, suffix and root word knowledge and create words.
2	Basic	I can determine the meaning of unfamiliar words using prefix, suffix and root word knowledge when in smaller groups and can create some words.
1	Minimal	I have difficulty determining the meaning of unfamiliar words using prefix, suffix and root word knowledge or creating words using them correctly even in small groups.
0	No Evidence	No evidence shown.

2.3 I can generate and accurately use general academic and domain-specific words and phrases.

Learning Target	Descriptor	Definition
4	Proficient	I can generate and accurately use general academic and domain-specific words and phrases.
3	Developing	I can generate or find general academic and domain-specific words and phrases but may inaccurately use some.
2	Basic	I can replace some identified or repetitive words with general academic and domain-specific words and phrases.
1	Minimal	I have trouble replacing simple marked words with general academic and domain-specific words and phrases.
0	No Evidence	No evidence shown.

3. Grammar Use (20.00%)

Learning Targets

3.1 I can create various phrases(including infinitive, participle, prepositional) and subordinating clauses with correct placement and comma usage to form compound/complex sentences.

Learning Target	Descriptor	Definition
4	Proficient	I can create various phrases(including infinitive, participle, prepositional) and subordinating clauses with correct placement and comma usage to form compound/complex sentences.
3	Developing	I can create various phrases (including infinitive, participle, prepositional) and subordinating clauses with some errors in placement or comma usage when forming compound/complex sentences.
2	Basic	I can place various phrases (including infinitive, participle, prepositional) and subordinating clauses but have several errors in location and punctuation.
1	Minimal	I have difficulty recognizing various phrases (including infinitive, participle, prepositional) and subordinating clauses but lack placement and punctuation knowledge.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.2 I can create sentences in the active/passive voice and use correct verb tense.

Learning Target	Descriptor	Definition
4	Proficient	I can create sentences in the active/passive voice and use correct verb tense.
3	Developing	I can recognize and change sentences from active to passive or passive to active voice and use correct verb tense with few errors.
2	Basic	I can use notes to change from active to passive or passive to active voice and find the correct verb tense with difficulty.
1	Minimal	I can identify active/passive voice or verb tense but have great difficulty changing sentences to represent each form.
0	No Evidence	No evidence shown.

3.3 I can select the elements of English grammar usage, punctuation, subject/verb agreement, pronoun/antecedent, run-ons, possessives; and capitalization proper nouns and titles to edit my writing beyond what is identified.

Learning Target	Descriptor	Definition
4	Proficient	I can select the elements of English grammar usage, punctuation, subject/verb agreement, pronoun/antecedent agreement, run-on sentences, possessives; and capitalization proper nouns and titles to edit my writing beyond what is identified.
3	Developing	I can select the elements of English grammar usage, punctuation, subject/verb agreement, pronoun/antecedent, run-ons, possessives; and capitalization proper nouns and titles to edit my writing.
2	Basic	I can correct misused elements of standard English grammar usage that have been identified.
1	Minimal	I can replace some misused elements of standard English grammar usage that have been identified when given limited choices.
0	No Evidence	No evidence shown.



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4. Readings: The Outsiders, Tell-Tale Heart, and A Day No Pigs Would Die (10.00%)

Learning Targets

4.1 I can apply literary terms and respond in writing to comprehension questions from stories to show a basic understanding of the text.

Learning Target	Descriptor	Definition
4	Proficient	I can apply literary terms and respond in writing to comprehension questions from stories to show a basic understanding of the text.
3	Developing	I can answer comprehension questions to show an understanding of most of the basic content of the text.
2	Basic	I can answer some comprehension questions to show limited understanding of the text.
1	Minimal	I can match few comprehension questions from the text to show basic understanding.
0	No Evidence	No evidence shown.

4.2 I can respond in writing to short answer questions that show a depth of understanding about character motivation, theme, or conflict by using evidence from the text by providing a clear explanation.

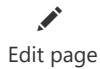
Learning Target	Descriptor	Definition
4	Proficient	I can respond in writing to short answer questions that show a depth of understanding about character motivation, theme, or conflict by using evidence from the text by providing a clear explanation.
3	Developing	I can respond in writing to short answer questions that show understanding about character motivation, theme, or conflict using evidence from the text but have some difficulty creating a clear explanation.
2	Basic	I have difficulty responding in writing to short answer questions that show my understanding of character motivation, theme, or conflict and have difficulty creating a clear explanation.
1	Minimal	I have great difficulty responding in writing to short answer questions and have difficulty creating a clear explanation.
0	No Evidence	No evidence shown.

5. Expository and Persuasive Writing (50.00%)

Learning Targets

5.1 I can analyze a story to find 3 pieces of textual evidence to develop and support my claims in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a story to find 3 pieces of textual evidence to develop and support my claims in my writing.
3	Developing	I can locate 2-3 pieces of textual evidence to develop and provide limited explanation to support my claims in an essay.
2	Basic	I can use 1-2 pieces of textual evidence to develop my claim, but it doesn't support my writing.



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Learning Target	Descriptor	Definition
1	Minimal	I can place textual evidence that may be unrelated into an essay as support for my claim in writing.
0	No Evidence	No evidence shown.

5.2 I can create a 5 paragraph persuasive writing in a limited time with sound reasoning that supports a claim on one side of an issue and provides explanations based on notes gathered from reading multiple sources.

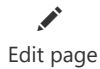
Learning Target	Descriptor	Definition
4	Proficient	I can create a 5 paragraph persuasive writing in a limited time with sound reasoning that supports a claim on one side of an issue and provides explanations based on notes gathered from reading multiple sources.
3	Developing	I can create a 3-5 paragraph essay with sound reasoning that supports a claim on one side of an issue but have a limited supporting explanation.
2	Basic	I can create a 3-5 paragraph essay that has mixed, incomplete reasons that support both sides of an issue and has incomplete explanations.
1	Minimal	I can create a 1 to 3 paragraph essay that establishes limited reasons on both sides of an issue but no supporting explanation.
0	No Evidence	No evidence shown.

5.3 I can dissect the homework writing prompt using a graphic organizer to identify the thesis/purpose statement and supporting details-examples, facts, statistics and reasoning.

Learning Target	Descriptor	Definition
4	Proficient	I can dissect the homework writing prompt using a graphic organizer to identify the thesis/purpose statement and supporting details-examples, facts, statistics and reasoning.
3	Developing	I can dissect the writing prompt using a graphic organizer to identify and show one of the components is missing: the thesis/purpose statement and supporting details-examples, facts, statistics and reasoning.
2	Basic	I can dissect my writing using a graphic organizer but many components are missing.
1	Minimal	I require help to dissect my writing using a graphic organizer and most components are missing.
0	No Evidence	No evidence shown.

5.4 I can create a polished 5 paragraph persuasive writing with a well-developed thesis; narrow topic sentences; 3 sound pieces of evidence from reading, and supporting elaboration that connects reason and evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can create a polished 5 paragraph persuasive writing with a well-developed thesis; narrow topic sentences; 3 sound reasons/evidence gathered from reading, and supporting elaboration that connects reason and evidence.



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Learning Target	Descriptor	Definition
3	Developing	I can create a polished 5 paragraph persuasive writing with a thesis; topic sentences; sound reasons/evidence gathered from reading, and supporting elaboration that explains the connection/relevance between reason and evidence.
2	Basic	I can create a 3-5 paragraph essay with a thesis; 2 reasons from reading; and mixed, incomplete supporting explanations.
1	Minimal	I can create a 1-3 paragraph essay with a sentence that states the topic, 1 sound piece of reasoning from reading and an explanation that may or may not connect.
0	No Evidence	No evidence shown.

5.5 I can write an inviting introduction that includes a general lead, a narrow focus and a thesis/purpose statement; write a related conclusion while choosing an organizational pattern related to the writing purpose.

Learning Target	Descriptor	Definition
4	Proficient	I can write an inviting introduction that includes a general lead, a narrow focus and a thesis/purpose statement; write a related conclusion while choosing an organizational pattern related to the writing purpose.
3	Developing	I can write an introduction that may include a general lead, a narrowing focus and a thesis/purpose statement; write a conclusion while choosing an organizational pattern related to the writing purpose.
2	Basic	I can write a couple of sentences for an introduction that may or may not include a thesis statement and a general conclusion while choosing a random organizational pattern that may not fit the purpose.
1	Minimal	I can write a couple of sentences for an introduction and/or a conclusion that repeats information while choosing a random organizational pattern that doesn't fit the purpose.
0	No Evidence	No evidence shown.

5.6 I can demonstrate effective use of language to communicate ideas clearly by employing conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors, to support meaning with minimal help from my teacher and peers.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate effective use of language to communicate ideas clearly by employing conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors, to support meaning with minimal help from my teacher and peers.
3	Developing	I can demonstrate use of language to communicate ideas clearly by employing conventions of standard English grammar, usage, and mechanics, with some errors, to support meaning with minimal help from my teacher and peers.
2	Basic	I can identify when some language communicates ideas by attempting to employ conventions of standard English grammar, usage, and mechanics, with errors, to support meaning with help from my teacher and peers.



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Learning Target	Descriptor	Definition
1	Minimal	I can correct when language doesn't communicate clearly by changing identified errors in standard English grammar, usage, and mechanics, with many errors despite help from my teacher and peers using a simple sentence structures to support meaning.
0	No Evidence	No evidence shown.

5.7 I can plan, draft, and edit writing: reasons/evidence, redundant words/phrases and conventions and misused words using a variety of editing technology to show a command of standard English and to produce un plagiarized, writing with minimal help.

Learning Target	Descriptor	Definition
4	Proficient	I can plan, draft, and edit writing: reasons/evidence, redundant words/phrases and conventions and misused words using a variety of editing technology to show a command of standard English and to produce un plagiarized, writing with minimal help.
3	Developing	I can plan, draft, and edit some writing: reasons/evidence, redundant words/phrases; conventions and misused words using a variety of editing technology to show a command of standard English and to produce un plagiarized, writing with minimal help.
2	Basic	I can draft writing and can edit some errors: reasons/evidence, redundant words/phrases; conventions and misused words using editing technology to show a command of standard English and to produce un plagiarized, writing with help.
1	Minimal	I need help to draft writing and can edit few marked errors using technology to produce writing that uses limited reasons/evidence, errors in conventions and misused word choice even with help from my teacher and peers .
0	No Evidence	No evidence shown.

Submitted on 7/12/2021 by S Newell