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# CW Middle School

## English 8 B

### 1. Informational text (30.00%)

#### Learning Targets

1.1 I can evaluate an informational piece to correctly read the questions, determine bias, choose textual evidence that supports an analysis of what the text says.

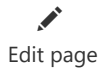
Learning Target	Descriptor	Definition
4	Proficient	I can evaluate an informational piece to correctly read the questions, determine bias, choose textual evidence that supports an analysis of what the text says.
3	Developing	I can evaluate an informational piece but sometimes incorrectly: read the questions, determine some evidence of bias, and choose textual evidence that supports an analysis of what the text says.
2	Basic	I can have difficulty evaluating an informational piece: incorrectly read the questions, have trouble determining bias, choose 1-2 pieces of textual evidence that somewhat supports an analysis of what the text says.
1	Minimal	I require help to read an informational piece to correctly and often: misread the questions, am unable to determine bias, choose the wrong textual evidence that doesn't support an analysis of what the text says.
0	No Evidence	No evidence shown.

1.2 I can determine the central idea of a text and provide an IVF statement for an objective summary in my own words of the main ideas.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the central idea of a text and provide an IVF statement for an objective summary in my own words of the main ideas.
3	Developing	I can determine the central idea of a text and provide an IVF statement for an objective summary of the text but that repeats some of the original sentences.
2	Basic	I have difficulty determining a central idea of a text and have a partial IVF statement that provides a limited summary of the text.
1	Minimal	I require help to determine the central idea of a text and have no IVF statement resulting in a limited summary of one to two sentences.
0	No Evidence	No evidence shown.

1.3 I can analyze two or more texts with conflicting information on the same topic: identify where the texts disagree on matters of fact or interpretation, identify bias, and explain why accuracy is important.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze two or more texts with conflicting information on the same topic: identify where the texts disagree on matters of fact or interpretation, identify bias, and explain why accuracy is important.



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Learning Target	Descriptor	Definition
3	Developing	I can analyzes two or more texts with conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation and what the bias is, but I don't know why accuracy is important.
2	Basic	I can read two texts with conflicting information on the same topic and identify 1-2 areas where the texts disagree and that it is bias, but I don't know what the bias is or why accuracy is important.
1	Minimal	I can read two texts on the same topic and realize that they have conflicting information.
0	No Evidence	No evidence shown.

### 1.4 I can paraphrase writing to create an un plagiarized piece of information.


Learning Target	Descriptor	Definition
4	Proficient	I can paraphrase writing to create an un plagiarized piece of information.
3	Developing	I can paraphrase writing to create a limited, un plagiarized piece of information.
2	Basic	I can rewrite some sentences which may/may not create an un plagiarized piece of information.
1	Minimal	I require help to rewrite sentences and have difficulty creating an un plagiarized piece of information.
0	No Evidence	No evidence shown.

### 1.5 I can evaluate the best components of a website to judge reliability and credibility using the CRAAP test.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the best components of a website to judge reliability and credibility using the CRAAP test.
3	Developing	I can discover some of the components of a website to judge reliability and credibility using the CRAAP test.
2	Basic	I can discover some of the components of a website to judge reliability and credibility using the CRAAP test.
1	Minimal	I require help identifying the components of a website using the CRAAP test.
0	No Evidence	No evidence shown.

### 1.6 I can cite a variety of sources using MLA formatting to create an error-free works cited page following a model on my own.

Learning Target	Descriptor	Definition
4	Proficient	I can cite a variety of sources using MLA formatting to create an error-free works cited page following a model on my own.


  
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Learning Target	Descriptor	Definition
3	Developing	I can cite a variety of sources using MLA formatting to create a works cited page following a model with some errors.
2	Basic	I can citing a variety of sources using MLA formatting and create a works cited page with multiple errors.
1	Minimal	I require help following a model of how to cite a variety of sources using MLA formatting.
0	No Evidence	No evidence shown.

### 2. Animal Farm (10.00%)

#### Learning Targets

2.1 I can respond in writing to comprehension questions and essays for Animal Farm using textual evidence to show depth of understanding.

Learning Target	Descriptor	Definition
4	Proficient	I can respond in writing to comprehension questions and essays for Animal Farm using textual evidence to show depth of understanding.
3	Developing	I can answer comprehension questions and essays for Animal Farm using some textual evidence to show a limited depth of understanding.
2	Basic	I can answer some comprehension questions or some essays for Animal Farm but use limited textual evidence to show a limited understanding.
1	Minimal	I have difficulty matching questions and answers or writing essays for Animal Farm to show basic understanding.
0	No Evidence	No evidence shown.

2.2 I can analyze key themes and explain their meaning in writing backed with evidence from the novel to support my claim.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze key themes and explain their meaning in writing backed with evidence from the novel to support my claim.
3	Developing	I can mostly analyze a theme and explain most of the meaning in writing backed with evidence from the novel to support my claim.
2	Basic	I can partially analyze the theme but lack evidence to support my claim.
1	Minimal	I can paraphrase the question but do not address the meaning.
0	No Evidence	No evidence shown.

### 3. Speech (20.00%)



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### Learning Targets

**3.1 I can investigate various reliable sources and present information so listeners can follow my reasoning about the survival of an endangered species in a PowerPoint that follows the guidelines: font size, bullets, background, readability, and content.**


Learning Target	Descriptor	Definition
4	Proficient	I can investigate various reliable sources and present information so listeners can follow my reasoning about the survival of an endangered species in a PowerPoint that follows the guidelines: font size, bullets, background, readability, and content.
3	Developing	I can investigate various reliable sources and present information about the survival of an endangered species in a PowerPoint presentation that follows some guidelines: font size, bullets, background, readability, and content.
2	Basic	I can investigate reliable sources and present information about the survival of an endangered species in a PowerPoint presentation that follows few guidelines.
1	Minimal	I can organize given information from a reliable source about the survival of an endangered species in a PowerPoint presentation.
0	No Evidence	No evidence shown.

**3.2 I can present information from my PowerPoint and provide additional elaboration/evidence utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing.**

Learning Target	Descriptor	Definition
4	Proficient	I can present information from my PowerPoint and provide additional elaboration/evidence utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing.
3	Developing	I can present information from my PowerPoint and provide additional elaboration/evidence utilizing effective speaking skills: enunciation, volume; eye contact.
2	Basic	I can present information from my PowerPoint while glancing at my evidence attempting to utilize effective speaking skills: volume and eye contact.
1	Minimal	I can present information by reading from my PowerPoint my evidence attempting to demonstrate good speaking skills: volume and eye contact.
0	No Evidence	No evidence shown.

**3.3 I can write an inviting, memorized introduction that includes a general lead, a narrowing focus and a thesis/purpose statement; write a related conclusion while choosing an organizational pattern related to the presentation purpose.**

Learning Target	Descriptor	Definition
4	Proficient	I can write an inviting, memorized introduction that includes a general lead, a narrowing focus and a thesis/purpose statement; write a related conclusion while choosing an organizational pattern related to the presentation purpose.


  
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Learning Target	Descriptor	Definition
3	Developing	I can write an introduction that includes a general lead, a narrowing focus and a thesis/purpose statement; write a conclusion while choosing an organizational pattern related to the presentation purpose.
2	Basic	I can write and read a couple of sentences for an introduction that includes a thesis statement and related conclusion while choosing a random organizational pattern that may not fit the purpose.
1	Minimal	I can write and read 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.

**3.4 I can evaluate a speech or script for the 5 components of persuasive speaking: purpose in speaking, significant lines, historical references, builds emotion, and background events.**

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate a speech or script for the 5 components of persuasive speaking: purpose in speaking, significant lines, historical references, builds emotion, and background events.
3	Developing	I can analyze a speech or script for the 4 components of persuasive speaking.
2	Basic	I can identify in a small speech or script 3 components of persuasive speaking.
1	Minimal	I require help reading and identifying 1-2 components of persuasive speaking in a speech or script.
0	No Evidence	No evidence shown.


#### 4. Reading Poetry and Classics (10.00%)

##### Learning Targets

**4.1 I can analyze a poem for figurative language elements, overall meaning and mark rhyme and rhythm patterns.**

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a poem for figurative language elements, overall meaning and mark rhyme and rhythm patterns.
3	Developing	I can identify some figurative language elements and mark rhyme and rhythm patterns in poetry.
2	Basic	I can mark some rhyme or rhythm in poetry.
1	Minimal	I can tell the rhyme and rhythm patterns in marked poetry using notes.
0	No Evidence	No evidence shown.

**4.2 I can present information from my PowerPoint and provide additional elaboration/evidence that shows an understanding of poetry terms/structure utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing.**


  
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Learning Target	Descriptor	Definition
4	Proficient	I can present information from my PowerPoint and provide additional elaboration/evidence that shows an understanding of poetry terms/structure utilizing effective speaking skills: enunciation, tone, volume; eye contact, gestures, pacing.
3	Developing	I can present information from my PowerPoint and provide additional elaboration/evidence that attempts to show an understanding of poetry terms/structure utilizing effective speaking skills: enunciation, volume; eye contact, pacing.
2	Basic	I can present information from my PowerPoint while glancing at my evidence about poetry terms attempting to utilize effective speaking skills: enunciation, volume; eye contact, pacing.
1	Minimal	I can present information by reading from my PowerPoint my evidence attempts to demonstrate good speaking skills: enunciation, volume, pacing.
0	No Evidence	No evidence shown.

#### 4.3 I can find allusions in modern media such as magazine ads, newspapers or television and can state their origin.

Learning Target	Descriptor	Definition
4	Proficient	I can find allusions in modern media such as magazine ads, newspapers or television and can state their origin.
3	Developing	I can find allusions in modern media such as magazine ads, newspapers or television but have trouble stating their origin.
2	Basic	I can research the origin of identified allusions in modern media such as magazine ads, newspapers or television.
1	Minimal	I require help finding identified allusions in modern media such as magazine ads, newspapers or television.
0	No Evidence	No evidence shown.

#### 4.4 I can find components of a heroic archetype using textual evidence to back up my explanation.

Learning Target	Descriptor	Definition
4	Proficient	I can find components of a heroic archetype using textual evidence to back up my explanation.
3	Developing	I can find components of a heroic archetype with a few errors.
2	Basic	I can find components of a heroic archetype but use incorrect or complete evidence.
1	Minimal	I can place heroic components under their correct heading when evidence is given to me.
0	No Evidence	No evidence shown.



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### 5. Writing Process (30.00%)

#### Learning Targets

**5.1 I can create an essay with a clear, well-developed thesis; clear, narrow topic sentences; 3 sound reasons/evidence gathered from reading; supporting elaboration that explains the connection/relevance between reason and evidence.**

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

**5.2 I can demonstrate effective use of language to communicate ideas by employing conventions of grammar, usage, and mechanics, with few errors; choosing precise, varied words; a variety of sentence structures to support meaning with minimal help.**

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate effective use of language to communicate ideas by employing conventions of grammar, usage, and mechanics, with few errors; choosing precise, varied words; a variety of sentence structures to support meaning with minimal help.
3	Developing	I can examine a piece for effective language to communicate ideas by employing conventions of grammar, usage, and mechanics, with some errors; consistently choosing words; using a variety of sentence structures to support meaning with minimal help.
2	Basic	I can identify when some language communicates ideas by attempting to employ conventions of grammar, usage, and mechanics, with errors despite help from my teacher and peers; choosing words that are not precise; using simple sentence structures.
1	Minimal	I can correct some identified errors in conventions and word choice and attempt to revise them using specific editing tools to show a limited command of standard English with ample help from my teacher and peers.
0	No Evidence	No evidence shown.

Submitted on 10/18/2021 by S Newell