

Edit page

CW Middle School

English 8 C

1. Speaking (10.00%)

Learning Targets

1.1 I can participate in an organized and productive discussion with my teacher about paper structure and editing requirements. My marked paper reflects my efforts and leaves little for the teacher to point out.

Learning Target	Descriptor	Definition
4	Proficient	I can participate in an organized and productive discussion with my teacher about paper structure and editing requirements. My marked paper reflects my efforts and leaves little for the teacher to point out.
3	Developing	I can participate in a somewhat organized and productive discussion with my teacher after he/she has begun about paper structure and editing requirements. My marked paper reflects my efforts.
2	Basic	I can participate in a limited organized and productive discussion with my teacher when asked leading questions about the paper structure and editing requirements. My marked paper is limited to a couple of areas of concern.
1	Minimal	I can listen as my teacher talks about paper structure and editing requirements offering little insight myself. Minimal markings on my paper make it impossible to have a discussion.
0	No Evidence	No evidence shown.

1.2 I can present a formal speech using note cards based on a controversial topic paper using good eye contact, voice, rate, and clear pronunciation of words.

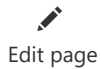
Learning Target	Descriptor	Definition
4	Proficient	I can present a formal speech using note cards based on a controversial topic paper using good eye contact, voice, rate, and clear pronunciation of words.
3	Developing	I can present a formal speech using note cards based on a controversial topic paper using eye contact, voice, rate, and some errors in pronunciation.
2	Basic	I can present a formal speech reading from note cards based on a controversial topic paper using some eye contact, voice, rate, and errors in pronunciation.
1	Minimal	I can present a formal speech reading from note cards based on a controversial topic paper using a few of the elements of speech: eye contact, voice, rate, and pronunciation.
0	No Evidence	No evidence shown.

2. Writing Process (50.00%)

Learning Targets

2.1 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. I take 2 attempts.
2	Basic	I can cite a variety of sources using MLA formatting and create a Works Cited page with multiple errors. I take 3 attempts.
1	Minimal	I require help following a model of how to cite a variety of sources using MLA formatting. I take more than 3 attempts.
0	No Evidence	No evidence shown.

2.2 I can provide ample development in support of ideas; substantiate ideas with the use of specific, logical reasons and illustrative examples.

Learning Target	Descriptor	Definition
4	Proficient	I can provide ample development in support of ideas; substantiate ideas with the use of specific, logical reasons and illustrative examples.
3	Developing	I can provide development of most ideas; substantiate ideas with the use of specific, logical reasons and illustrative examples.
2	Basic	I can provide some development of limited ideas that can substantiate ideas with reasons and illustrative examples but need my instructor to the others.
1	Minimal	I have just copied research information into paragraphs or can only develop a single supporting idea to substantiate an idea.
0	No Evidence	No evidence shown.

2.3 I can demonstrate effective use of language to communicate ideas clearly employing English grammar, usage, and mechanics, few errors; choosing precise words and a variety of structures to support meaning with minimal help.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate effective use of language to communicate ideas clearly employing English grammar, usage, and mechanics few errors; consistently choosing precise words and a variety of sentence structures to support meaning with minimal help.
3	Developing	I can examine a piece for effective language to communicate ideas clearly employing English grammar, usage, and mechanics, with some errors; choosing precise words and a variety structures to support meaning with minimal help.
2	Basic	I can identify when some language communicates ideas clearly by attempting to employ English grammar, usage, and mechanics, with errors; consistently choosing weak words; using simple sentence structures to support meaning despite help.
1	Minimal	I can correct some identified errors in language and attempt to revise them showing a limited knowledge of English; consistently choosing non-precise words; using simple sentence structures to support meaning with ample help.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.4 I can create a 5 paragraph essay with a clear thesis, a counterclaim and is supported with a minimum of 3 reasons backed by 3 pieces of evidence that have been elaborated; MLA citing when needed.

Learning Target	Descriptor	Definition
4	Proficient	I can create a 5 paragraph essay with a clear thesis, a counterclaim and is supported with a minimum of 3 reasons backed by 3 pieces of evidence that have been elaborated; MLA citing when needed.
3	Developing	I can create a 5 paragraph essay with a clear thesis, a counterclaim and supported with 3 reasons backed by some evidence that is partially correct using MLA.
2	Basic	I can create a 3-5 paragraph essay with an unclear thesis, a counterclaim and supported with 1-2 reasons backed by some evidence that is cited incorrectly using MLA but need my instructor to find other evidence.
1	Minimal	I can create a 3-5 paragraph essay with help from a teacher that still has an unclear thesis, no counterclaim or supported with only 1-2 reasons backed by some evidence and no MLA citing page or one with too many errors.
0	No Evidence	No evidence shown.

2.5 I can edit/revise my writing focusing on reasons/evidence, redundant words/phrases and conventions and word choice misuse using a variety of editing technology to show standard English and to produce un plagiarized writing.

Learning Target	Descriptor	Definition
4	Proficient	I can edit/revise my writing focusing on reasons/evidence, redundant words/phrases and conventions and word choice misuse using a variety of editing technology to show standard English and to produce un plagiarized writing.
3	Developing	I can edit/revise some of my writing focusing on reasons/evidence, redundant words/phrases and conventions and word choice misuse using technology to show standard English and to produce an un plagiarized, formal piece of writing with minimal help.
2	Basic	I can edit/revise marked errors in my writing focusing on reasons/evidence, redundant words/phrases and conventions and word choice misuse using technology to show standard English and to produce an un plagiarized, formal piece of writing with help.
1	Minimal	I can edit/revise some marked errors using technology to produce writing that uses limited reasons/evidence, errors in conventions and misused word choice even with help.
0	No Evidence	No evidence shown.

3. Remembrance (40.00%)

Learning Targets



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3.1 I can determine how Anne Frank deals with controversial events in the form of the autobiography The Diary of Anne Frank and how these shape her view of the world.


Learning Target	Descriptor	Definition
4	Proficient	I can determine how Anne Frank deals with controversial events in the form of the autobiography The Diary of Anne Frank and how these shape her view of the world.
3	Developing	I can determine how Anne Frank deals with controversial events in the form of the autobiography The Diary of Anne Frank and can offer a limited explanation of how these shape her view of the world.
2	Basic	I can determine the controversial events Anne Frank deals within the form of the autobiography The Diary of Anne Frank.
1	Minimal	I can explain how controversial events shape Anne Frank's view of the world in the form of the autobiography The Diary of Anne Frank when the events within.
0	No Evidence	No evidence shown.

3.2 I can analyze the theme of "Can a moral man remain moral in an immoral world" based on the movie Uprising and use incidents from the historical videos about the Holocaust and the book to support my answer.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze theme of "Can a moral man remain moral in an immoral world" based on the movie Uprising and use incidents from the historical videos about the Holocaust and the book to support my answer.
3	Developing	I can analyze the theme of "Can a moral man remain moral in an immoral world" based on the movie Uprising and use some incidents from the historical videos about the Holocaust and the book to support my answer.
2	Basic	I can describe the theme of "Can a moral man remain moral in an immoral world" but have difficulty finding incidents from the movie Uprising, the historical videos about the Holocaust or the book to support my answer.
1	Minimal	I can paraphrase some of the theme "Can a moral man remain moral in an immoral world" but use minimal random incidents from the movie Uprising or from the historical videos about the Holocaust to support my answer.
0	No Evidence	No evidence shown.

3.3 I can paraphrase certain lines of dialogue to reveal different personality characteristics.

Learning Target	Descriptor	Definition
4	Proficient	I can paraphrase certain lines of dialogue to reveal different personality characteristics.
3	Developing	I can paraphrase certain lines of dialogue to reveal some personality characteristics.
2	Basic	I can somewhat paraphrase certain lines of dialogue.



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Learning Target	Descriptor	Definition
1	Minimal	I can replace words in certain lines of dialogue to appear like a paraphrase.
0	No Evidence	No evidence shown.

3.4 I can respond in writing to comprehension questions for The Diary of Anne Frank to show a depth of understanding.

Learning Target	Descriptor	Definition
4	Proficient	I can respond in writing to comprehension questions for The Diary of Anne Frank to show depth of understanding.
3	Developing	I can answer comprehension questions for The Diary of Anne Frank to show a limited depth of understanding.
2	Basic	I can answer some comprehension questions for The Diary of Anne Frank to show a limited understanding.
1	Minimal	I can match questions and answers for The Diary of Anne Frank to show basic understanding.
0	No Evidence	No evidence shown.

Submitted on 6/10/2021 by S Newell