



Edit page

CW High School

AP Language & Composition A

1. Reading Strategies and Rhetorical Concepts (33.33%)

Learning Targets

1.1 I can recognize the merit for, and employ methods such as SOAPStone and Aristotle's triangle for close reading and annotation of difficult passages.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize the merit for, and employ methods such as SOAPStone and Aristotle's triangle for close reading and annotation of difficult passages.
3	Developing	I can employ basic methods of close reading and annotation, but may not practice assigned analysis techniques with the intent of real understanding and close interpretation.
2	Basic	I can recognize the merit for, and practice close reading annotation, or assigned analysis, but mark only the headings or unusual portions of a simple passage.
1	Minimal	I can define close reading, and take notes per guided instruction.
0	No Evidence	No evidence shown.

1.2 I can label, define, and replicate rhetorical strategies in my own original writing.

Learning Target	Descriptor	Definition
4	Proficient	I can label, define, and replicate rhetorical strategies in my own original writing.
3	Developing	I can label and define rhetorical strategies in in the writing of others, and attempt to employ a minimal number of strategies in my own writing. My attempts may not be successful.
2	Basic	I can label and recognize in the writings of others a growing number of rhetorical strategies.
1	Minimal	I can label a very small set of rhetorical strategies.
0	No Evidence	No evidence shown.

1.3 I can demonstrate my analysis of both the content and the delivery of a unit of spoken or written discourse in the form of a well-designed, analytical précis.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate my analysis of both the content and the delivery of a unit of spoken or written discourse in the form of a well-designed, analytical précis.
3	Developing	I can attempt analysis through the creation of a sound précis, but fall short of demonstrating true understanding and original response through advanced language structure.
2	Basic	I can recognize and recall the four sentence types found within a précis.
1	Minimal	I can read and compare a précis to its documented source piece.



CW High School

AP Language & Composition A

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

1.4 I can interpret given words, and recognize how they are used in challenging reading passages, including defining and applying technical, connotative and/or figurative meanings of given words in original sentences and contexts.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret given words, and recognize how they are used in challenging reading passages, including defining and applying technical, connotative and/or figurative meanings of given words in original sentences and contexts.
3	Developing	I can define and interpret some of the given words, struggling to use them in replication without given definitions.
2	Basic	I can apply meanings of given words as I incorporate them into original sentences and contexts.
1	Minimal	I can attempt to use given words in original and correctly structured sentences.
0	No Evidence	No evidence shown.

1.5 I can discuss my awareness of techniques employed by writers I read, and become more aware of myself as a writer through detailed journaling and in-class writing that elaborates on specific growth and understanding.

Learning Target	Descriptor	Definition
4	Proficient	I can discuss my awareness of techniques employed by writers I read, and become more aware of myself as a writer through detailed journaling and in-class writing that elaborates on specific growth and understanding.
3	Developing	I can complete discussion of other author's works, and attempt analysis, but struggle to see myself as a writer who can do more than summarize and label.
2	Basic	I can discuss with real reflection the techniques of other writers I read, through journaling and in-class writings.
1	Minimal	I can complete in-class writing assignments.
0	No Evidence	No evidence shown.

1.6 I can write a grammatically sound, original and focused expository essay in response to specific readings.

Learning Target	Descriptor	Definition
4	Proficient	I can write a grammatically sound, original and focused expository essay in response to specific readings.
3	Developing	I can write an original and focused expository essay in response to specific reading, but it cannot be easily read because of errors in grammar and structure, or evidential support.



 Edit page

CW High School

AP Language & Composition A

Learning Target	Descriptor	Definition
2	Basic	I can write a well-balanced expository essay, with a purposeful thesis, but perhaps shortcomings in evidence or support.
1	Minimal	I can recognize and incorporate the basic skills necessary of an original expository writing.
0	No Evidence	No evidence shown.

2. Rhetorical Analysis (33.33%)

Learning Targets

2.1 I can successfully employ verbal discussion techniques, such as Socratic Seminar, to prove understanding of dialogue vs. debate in a classroom of my peers.

Learning Target	Descriptor	Definition
4	Proficient	I can successfully employ verbal discussion techniques, such as Socratic Seminar, to prove understanding of dialogue vs. debate in a classroom of my peers.
3	Developing	I can be part of verbal discussion such as Socratic Seminar, but may not fully commit to dialectic involvement and analysis as is the goal.
2	Basic	I can contribute simple questions and responses in discussion, but likely make no original commentary or may even become contrary or crass in comment.
1	Minimal	I can contribute only minimally in a seminar setting, and very likely came unprepared for the discussion.
0	No Evidence	No evidence shown.

2.2 I can successfully analyze, in grammatically-sound writing, pre-20th century essays and speeches for vocabulary incorporated, philosophy revealed, and rhetorical techniques employed.

Learning Target	Descriptor	Definition
4	Proficient	I can successfully analyze, in grammatically-sound writing, pre-20th century essays and speeches for vocabulary incorporated, philosophy revealed, and rhetorical techniques employed.
3	Developing	I can read pre-20th century writings, but seemingly struggle with vocabulary comprehension and revelation of purpose. I can only summarize work, without recognition of rhetorical or analytical efforts on the part of writer or reader.
2	Basic	I can comprehend the vocabulary and happenings of a piece of pre-20th century writing, and summarize these events. I can pinpoint some rhetorical skills employed, but cannot recognize the purpose or success potential in their usage.



 Edit page

CW High School

AP Language & Composition A

Learning Target	Descriptor	Definition
1	Minimal	I can basically understand the plot or happenings of a piece of pre-20th century writing.
0	No Evidence	No evidence shown.

2.3 I can write an in-class, timed response to a prior AP Rhetorical Analysis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 70%. (7/9)

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Rhetorical Analysis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 70%. (7/9)
3	Developing	I can write an in-class, timed response to a prior AP RAP meeting criterion accorded to the est. scoring guide's criterion at a minimum of 55%. (5/9)
2	Basic	I can write an in-class, timed response to a prior AP RAP meeting criterion accorded to the est. scoring guide's criterion at a minimum of 30%. (3/9)
1	Minimal	I can write an in-class, timed response to a prior AP RAP meeting criterion accorded to the est. scoring guide's criterion at a minimum of 20 %. (2/9)
0	No Evidence	No evidence shown.

2.4 I can write a grammatically and logically sound analysis essay that has completed stages of revision and incorporates feedback from peers and teacher as appropriate. The ideas within the essay prove perceptive, and control and style are mature.

Learning Target	Descriptor	Definition
4	Proficient	I can write a grammatically and logically sound analysis essay that has completed stages of revision and incorporates feedback from peers and teacher as appropriate. The ideas within the essay prove perceptive, and control and style are mature.
3	Developing	I can adequately address a given prompt in a complete rhetorical analysis essay, demonstrating control of ideas, but not always clearly developed interpretations or explanations.
2	Basic	I can write a rhetorical analysis essay that remains underdeveloped, or summative in nature, and still immature in language control.
1	Minimal	I can write a vague rhetorical analysis essay which may be lacking in specific technique referencing, and/or prevalent in grammatical errors or lack of control.
0	No Evidence	No evidence shown.

2.5 I can read and analyze in writing an ancient drama such as Oedipus Rex, understanding its plotline, and its social implications and rhetorical applications to a modern day.

Learning Target	Descriptor	Definition
-----------------	------------	------------



Edit page

CW High School

AP Language & Composition A

Learning Target	Descriptor	Definition
4	Proficient	I can read and analyze in writing an ancient drama such as Oedipus Rex, understanding its plotline, and its social implications and rhetorical applications to a modern day.
3	Developing	I can read and recall an ancient drama's characters and plotline, define a theme, but struggle to make analysis and application to modern day.
2	Basic	I can read and recall the plotline of an ancient script, attempting to define theme and rhetorical inclusions.
1	Minimal	I can understand and regurgitate the plotline of an ancient script, noting relevant characters.
0	No Evidence	No evidence shown.

3. Language and Voice (33.34%)

Learning Targets

3.1 I can recognize, and employ diction and syntax with purposeful control in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize, and employ diction and syntax with purposeful control in my writing.
3	Developing	I can recognize, and attempt to incorporate purposeful diction and syntax in my writing, but struggle to demonstrate skill over errors.
2	Basic	I can recognize purposeful patterns in diction and syntax in given pieces of writing.
1	Minimal	I can define diction and syntax.
0	No Evidence	No evidence shown.

3.2 I can analyze usage of author voice, and tone to define author's purpose and audience.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze usage of author voice, and tone to define author's purpose and audience.
3	Developing	I can label types of voice and tone and their applications as found in a piece of writing.
2	Basic	I can provide examples of varying voices and verbs and adjectives that may label differing tones established in writing.
1	Minimal	I can define voice, and tone as found in writing.
0	No Evidence	No evidence shown.

3.3 I can recognize a shift in rhetorical and narrative application and employ such strategies in my own writing.



CW High School

AP Language & Composition A

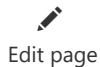
Learning Target	Descriptor	Definition
4	Proficient	I can recognize a shift in rhetorical and narrative application and employ such strategies in my own writing.
3	Developing	I can recognize a shift in rhetorical and narrative writings, but in my attempts struggle to models such a skill in my own writing.
2	Basic	I can recognize a shift in writing of another, and begin to differentiate between the tones or purposes being established, but cannot create a shift of my own in writing.
1	Minimal	I can recognize a shift in writing of another.
0	No Evidence	No evidence shown.

3.4 I can create imagery through metaphor and hyperbole to advance an argument or define an emotion.

Learning Target	Descriptor	Definition
4	Proficient	I can create imagery through metaphor and hyperbole to advance an argument or define an emotion.
3	Developing	I can create imagery through metaphor and hyperbole, but purpose in doing so seems awkward or inconsistent.
2	Basic	I can create minimal imagery, and include valid metaphors and/or hyperbole in my own writing, but the purpose may be nothing more than to prove definition of each.
1	Minimal	I can attempt to include metaphors and/or hyperbole in my own writing.
0	No Evidence	No evidence shown.

3.5 I can write a personal, yet grammatically-sound narrative essay that appeals to its defined audience and meets its outlined purposed, through the completion of multiple revisions or drafts and incorporated feedback.

Learning Target	Descriptor	Definition
4	Proficient	I can write a personal, yet grammatically-sound narrative essay that appeals to its defined audience and meets its outlined purposed, through the completion of multiple revisions or drafts and incorporated feedback.
3	Developing	I can write a personal narrative essay that appeals to its defined audience and meets its purpose. The essay's writing process of revisions however was not completed; therefore, polish and advanced word choice and formatting have not been reached.
2	Basic	I can write a personal narrative essay that appeals to a defined audience, but is lacking in thematic focus and grammatical soundness.
1	Minimal	I can complete a proposal, and first draft of an essay – in need of further efforts.
0	No Evidence	No evidence shown.



6 I can appropriately analyze the writing of others in my own essay response, dissecting rhetorical and literary skills specific to language and writer voice.

CW High School

Learning Target	Descriptor	Definition
4	Proficient	I can appropriately analyze the writing of others in my own essay response, dissecting rhetorical and literary skills specific to language and writer voice.
3	Developing	I can attempt to analyze the writing of another in my own essay response. Speaking to their language may occur, but not in the terminology or depth of real analysis expected.
2	Basic	I can write a complete essay about a given piece or writing or author's purpose, but only skim the surface or obvious meanings, sticking to plot rather than intent or desired outcomes.
1	Minimal	I can write a minimal essay that is likely incomplete or misses the assigned purpose.
0	No Evidence	No evidence shown.

3.7 I can read and analyze in verbal and written formats a nonfiction work such as *In cold Blood* by Truman Capote, recognizing the power of rhetorical strategies in nonfiction, and the power of a story in what is truth.

Learning Target	Descriptor	Definition
4	Proficient	I can read and analyze in verbal and written formats a nonfiction work such as <i>In cold Blood</i> by Truman Capote, recognizing the power of rhetorical strategies in nonfiction, and the power of a story in what is truth.
3	Developing	I can read an entire nonfiction piece, and successfully take part in verbal analysis with my peers, but struggle to put discussion of the rhetorical strategies of nonfiction into my own written analysis.
2	Basic	I can read an entire nonfiction piece, and understand its plot, conflict, and basic character motivations.
1	Minimal	I can read a majority of the nonfiction novel, and piece together enough valid information to take part in verbal discussion of novel analysis.
0	No Evidence	No evidence shown.

Submitted on 7/28/2021 by Christie Sather