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CW High School
AP Language & Composition B

1. **Argumentation**   (33.33%)

Learning Targets

1.1 **I can define both inductive and deductive argumentation, and analyze them in given writings.**

Learning Target	Descriptor	Definition
4	Proficient	I can define both inductive and deductive argumentation, and analyze them in given writings.
3	Developing	I can define inductive and deductive reasoning, discover examples in given texts, and attempt to detail their language choices.
2	Basic	I can define inductive and deductive reasoning, and discover them in given writings.
1	Minimal	I can define inductive and deductive reasoning.
0	No Evidence	No evidence shown.

1.2 **I can identify, find purpose in, and model in my own writing varied types of arguments (e.g. causation, authority, analogy, patriotic, emotional, logical, and ethical).**

Learning Target	Descriptor	Definition
4	Proficient	I can identify, find purpose in, and model in my own writing varied types of arguments (e.g. causation, authority, analogy, patriotic, emotional, logical, and ethical).
3	Developing	I can identify, define, and attempt to create example of varied arguments.
2	Basic	I can identify, define and explain multiple types of argumentation.
1	Minimal	I can define and explain more than one type of argument.
0	No Evidence	No evidence shown.

1.3 **I can identify, and provide examples of a variety of logical fallacies, such as ad hominem, hasty generalization, post hoc, red herring, straw man, and begging the question.**

Learning Target	Descriptor	Definition
4	Proficient	I can identify, and provide examples of a variety of logical fallacies, such as ad hominem, hasty generalization, post hoc, red herring, straw man, and begging the question.
3	Developing	I can define several logical fallacies, and locate them in given writing, but struggle to detail their purpose or lack of logic.
2	Basic	I can define and provide basic examples of many logical fallacies.
1	Minimal	I can define several given logical fallacies.
0	No Evidence	No evidence shown.

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1.4 I can read and analyze the script of Arthur Miller's The Crucible, discuss its themes and detail Miller's purpose in writing this piece on witchcraft in the time of McCarthyism.

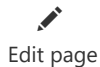| Learning Target	Descriptor	Definition
4	Proficient	I can read and analyze the script of Arthur Miller's The Crucible, discuss its themes and detail Miller's purpose in writing this piece on witchcraft in the time of McCarthyism.
3	Developing	I can read alone and understand the script, discuss thematic lessons implied by Miller, and relay the historical contexts of Puritanism and witch burnings, but cannot make the connections to modern America that Miller expected for his readers.
2	Basic	I can relay characters and the script's plot, but struggle with thematic interpretations.
1	Minimal	I can recall and discuss multiple characters and their roles within the text.
0	No Evidence	No evidence shown.

1.5 I can establish an effective use of rhetoric in my writing, including controlling tone and voice appropriate to my designated audience.

Learning Target	Descriptor	Definition
4	Proficient	I can establish an effective use of rhetoric in my writing, including controlling tone and voice appropriate to my designated audience.
3	Developing	I can create rhetorical purpose in my writing, and attempt to establish a clear voice and tone, although I may fall short.
2	Basic	I can recognize varied voice and tone creation in the writing of others.
1	Minimal	I can define tone and voice as they pertain to writing.
0	No Evidence	No evidence shown.

1.6 I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 70%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 70%.
3	Developing	I can write an in-class, times response that meets the established criterion at a 60-70%.
2	Basic	I can write a complete response essay, but fall short of meeting some of the major requirements of the scoring guide.
1	Minimal	I can attempt to write an argumentative response, but likely remain focused on surface understanding, and include errors in sentence and essay structure.
0	No Evidence	No evidence shown.

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7 I can explain and demonstrate in writing varied rhetorical approaches to formal argumentative essay structure. Such approaches may include the classical, Toulmin and Rogerian models.

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Learning Target	Descriptor	Definition
4	Proficient	I can explain and demonstrate in writing varied rhetorical approaches to formal argumentative essay structure. Such approaches may include the classical, Toulmin and Rogerian models.
3	Developing	I can I can define and explain multiple formal argumentative essay structures, and attempt to employ them in my own writing.
2	Basic	I can make comparison between two or more essays structures.
1	Minimal	I can define and explain at least one argumentative essay structure.
0	No Evidence	No evidence shown.

2. **Structure and Sequencing and Style (33.34%)**

Learning Targets

2.1 **I can incorporate into my own rhetorical writing, a solid argumetnative structure with a successful counterclaim/rebuttal.**

Learning Target	Descriptor	Definition
4	Proficient	I can incorporate into my own rhetorical writing, a solid argumetnative structure with a successful counterclaim/rebuttal.
3	Developing	I can write an original counterclaim, but not incorporate it smoothly into my existing arguments.
2	Basic	I can attempt to create a counterclaim as a refuting argument, but find I've only opened a door to opposition of my designed thesis.
1	Minimal	I can recognize and define a counterclaim in the writing of others.
0	No Evidence	No evidence shown.

2.2 **I can read, analyze, and discuss writings by authors who each employ a different writing style, voice, and structure to create fluidity in writing. These authors may include Hemmingway, M Gladwell, FS Fitzgerald, Coates, or O'Brien.**

Learning Target	Descriptor	Definition
4	Proficient	I can read, analyze, and discuss writings by authors who each employ a different writing style, voice, and structure to create fluidity in writing. These authors may include Hemmingway, M Gladwell, FS Fitzgerald, Coates, or O'Brien.
3	Developing	I can read, and discuss varied writings by authors who demonstrate a variety of styles, voices, and skills. My analysis may however remain incomplete.
2	Basic	I can explain how a writer's style may be very different from another writer's, attempting to incorporate evidence from their writings.
1	Minimal	I can read varied writings from a variety of authors as assigned.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.3 I can demonstrate my analysis of both the content and the delivery of a 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 written discourse in the form of a well-designed, analytical précis.
3	Developing	I can attempt analysis through the creation of a sound precis, but fall short of advanced language usage and true understanding of author purpose.
2	Basic	I can attempt to write a four sentence precis, but create only broken sentence structure and minimal essay explanation.
1	Minimal	I can recognize and recall the four sentence types found in a written precis.
0	No Evidence	No evidence shown.

2.4 I can define given English vocabulary "roots", create or recall words owning these roots, and correctly manipulate them in communication.

Learning Target	Descriptor	Definition
4	Proficient	I can define given English vocabulary "roots", create or recall words owning these roots, and correctly manipulate them in communication.
3	Developing	I can define many given vocabulary roots, and recall many words employing these roots, my incorporation of these words into communication however, may be limited.
2	Basic	I can define multiple given vocabulary roots, and recall several words that employ these roots in their structure and meaning.
1	Minimal	I can define a minimal number of given roots.
0	No Evidence	No evidence shown.

2.5 I can read, take notes independently, and discuss academically and analytically a novel or text such as Steinbeck's The Grapes of Wrath.

Learning Target	Descriptor	Definition
4	Proficient	I can read, take notes independently, and discuss academically and analytically a novel or text such as Steinbeck's The Grapes of Wrath.
3	Developing	I can read and take notes on an assigned novel or text, and make an attempt to analyze its many themes and rhetorical strategies within.
2	Basic	I can read and take notes on an assigned novel or text.

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Learning Target	Descriptor	Definition
1	Minimal	I can read an assigned novel and take part in some discussion concerning the reading.
0	No Evidence	No evidence shown.

2.6 I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Argumentation Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class, times response that meets the established criterion at a 60-75%.
2	Basic	I can write a complete response essay, but fall short of meeting some of the major requirements of the scoring guide.
1	Minimal	I can attempt to write an argumentative response to a former AP exam question, but fail at creating logical or sound arguments.
0	No Evidence	No evidence shown.

2.7 I can model the fluidity and style of a given author, or make direct comparison to another's style via my own writing and/or argumentation.

Learning Target	Descriptor	Definition
4	Proficient	I can model the fluidity and style of a given author, or make direct comparison to another's style via my own writing and/or argumentation.
3	Developing	I can mimic another's voice and style in my own writing, but not recognize its difference from my own, of that of another author.
2	Basic	I can show effort in relicating the voice and style of another, but struggle to create a grammatically sound example.
1	Minimal	I can attempt to replicate the style patterns and word choice of an author in my own writing, but do so with little overall success.
0	No Evidence	No evidence shown.

3. Synthesis   (33.33%)

Learning Targets

3.1 I can apply close reading and annotation skills to paraphrase and/or summarize other's documents to support an original argument.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can apply close reading and annotation skills to paraphrase and/or summarize other's documents to support an original argument.
3	Developing	I can closely read and annotate to paraphrase documents – unsure of their application toward an original argument.
2	Basic	I can closely read and annotate documents, then define their shared arguments.
1	Minimal	I can closely read documents.
0	No Evidence	No evidence shown.

3.2 I can employ research skills, including the ability to evaluate, use and cite primary and secondary sources.

Learning Target	Descriptor	Definition
4	Proficient	I can employ research skills, including the ability to evaluate, use and cite primary and secondary sources.
3	Developing	I can research, and cite resources, but struggle to employ them in accordance with my argumentation.
2	Basic	I can research to locate primary and secondary sources.
1	Minimal	I can define primary and secondary sources.
0	No Evidence	No evidence shown.

3.3 I can develop my own original argument by considering, and weighing against one another, a variety of resources, then synthesizing my own thesis on the given topic.

Learning Target	Descriptor	Definition
4	Proficient	I can develop my own original argument by considering, and weighing against one another, a variety of resources, then synthesizing my own thesis on the given topic.
3	Developing	I can develop my own argument and thesis, but may have based it on prior bias or unsupported information.
2	Basic	I can evaluate and define the theses of a variety of given resources.
1	Minimal	I can read a variety of resources of similar topic.
0	No Evidence	No evidence shown.

3.4 I can develop strongly persuasive arguments which demonstrate a sophistication of thought, effective rhetorical or persuasive structure, and an overall coherence evidenced through sound transitional language.

Learning Target	Descriptor	Definition

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Learning Target	Descriptor	Definition
4	Proficient	I can develop strongly persuasive arguments which demonstrate a sophistication of thought, effective rhetorical or persuasive structure, and an overall coherence evidenced through sound transitional language.
3	Developing	I can write strongly persuasive arguments that are loosely tied together and lack mechanical soundness.
2	Basic	I can write strong arguments which employ purposeful structure, but may be lacking in coherence and sophistication.
1	Minimal	I can outline persuasive arguments in support of a singular thesis.
0	No Evidence	No evidence shown.

3.5 I can demonstrate correct MLA formatting of documentation and footnotes.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate correct MLA formatting of documentation and footnotes.
3	Developing	I can demonstrate MLA formatting and documentation, but do not do so in a sound manner. I may not be able to explain footnotes as needed.
2	Basic	I can explain the purpose for MLA formatting, and attempt to incorporate citation into my writing.
1	Minimal	I can recognize MLA formatting.
0	No Evidence	No evidence shown.

3.6 I can write an in-class, timed response to a prior AP Synthesis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.

Learning Target	Descriptor	Definition
4	Proficient	I can write an in-class, timed response to a prior AP Synthesis Prompt meeting criterion accorded to the prompt's established scoring guide at a minimum of 80%.
3	Developing	I can write an in-class synthesis essay in response to a prior AP prompt which meets the established criterion at 60-75%.
2	Basic	I can write a complete synthesized essay response, but lack proper citation and/or other major requirements on the AP scoring guide.
1	Minimal	I can attempt to write a synthesis essay, but fail to create logical or sound argumentation.
0	No Evidence	No evidence shown.

3.7 I can incorporate learned word root knowledge into original writing.

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Learning Target	Descriptor	Definition
4	Proficient	I can incorporate learned word root knowledge into original writing.
3	Developing	I can define and incorporate several word roots as given, but struggle to freely write with orginal applications.
2	Basic	I can define and attempt to create new applications with several word roots.
1	Minimal	I can recognize some root words as given.
0	No Evidence	No evidence shown.

Submitted on 7/28/2021 by Christie Sather