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CW High School

AP Literature & Composition A

1. Writing Review (14.29%)

Learning Targets

1.1 I can produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.
3	Developing	I can produce clear and coherent writing, but some problems with organization and/or formatting exist.
2	Basic	I can produce clear writing, but some content is lacking and some problems with organization and/or formatting exist.
1	Minimal	I can produce writing which needs review and revisions to meet the purpose of the task.
0	No Evidence	No evidence shown.

1.2 I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Learning Target	Descriptor	Definition
4	Proficient	I can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
3	Developing	I can compose formal writing for a variety of high-stakes purposes, but some review and revision is needed to meet the purpose of the task.
2	Basic	I can compose formal writing, but review and revision is needed to meet the importance and purpose of the task.
1	Minimal	I can compose writing which needs revision to address the tone, importance, and purpose of the task.
0	No Evidence	No evidence shown.

1.3 I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
3	Developing	I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking, with few errors.



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Learning Target	Descriptor	Definition
2	Basic	I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking, with some errors that do not affect a reader's understanding.
1	Minimal	I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking, with several errors that affect a reader's understanding.
0	No Evidence	No evidence shown.

1.4 I can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
3	Developing	I can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing, with few errors.
2	Basic	I can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing, with some errors that do not affect a reader's understanding.
1	Minimal	I can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing, with several errors which affect a reader's understanding.
0	No Evidence	No evidence shown.

2. Writing About Literature (14.29%)

Learning Targets

2.1 I can define and use literary terminology appropriately and effectively.

Learning Target	Descriptor	Definition
4	Proficient	I can define and use literary terminology appropriately and effectively.
3	Developing	I can define and use literary terminology in my writing.
2	Basic	I can define and use literary terminology.
1	Minimal	I can define literary terminology.
0	No Evidence	No evidence shown.

2.2 I can compose a strong thesis which determines the direction and argument of my writing.



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Learning Target	Descriptor	Definition
4	Proficient	I can compose a strong thesis which determines the direction and argument of my writing.
3	Developing	I can compose a strong thesis which offers an argument.
2	Basic	I can compose a strong thesis statement.
1	Minimal	I can compose a main idea.
0	No Evidence	No evidence shown.

2.3 I can identify the literary elements within a text and offer personal criticism of each.

Learning Target	Descriptor	Definition
4	Proficient	I can identify the literary elements within a text and offer personal criticism of each.
3	Developing	I can identify the literary elements within a text and offer personal criticism of some.
2	Basic	I can identify literary elements within a text.
1	Minimal	I can identify literary elements.
0	No Evidence	No evidence shown.

2.4 I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. (introduce a precise claim; establish the significance of the claim; and create an organization that uses evidence)

Learning Target	Descriptor	Definition
4	Proficient	I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. (introduce a precise claim; establish the significance of the claim; and create an organization that uses evidence)
3	Developing	I can write arguments and literary analysis to support claims in analysis of substantive topics or texts, but evidence may be lacking.
2	Basic	I can write arguments and literary analysis in an analysis of topics or texts, but claims and evidence may need revision for deeper meaning.
1	Minimal	I can write arguments about personal claims made about topics or texts.
0	No Evidence	No evidence shown.

2.5 I can use MLA formatting accurately while summarizing appropriately.

Learning Target	Descriptor	Definition
4	Proficient	I can use MLA formatting accurately while summarizing appropriately.



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Learning Target	Descriptor	Definition
3	Developing	I can use MLA formatting accurately for my writing.
2	Basic	I can use MLA formatting for my writing.
1	Minimal	I can use a general format for my writing.
0	No Evidence	No evidence shown.

3. Writing About Prose (14.29%)

Learning Targets

3.1 I can define and use literary terminology appropriately and effectively.

Learning Target	Descriptor	Definition
4	Proficient	I can define and use literary terminology appropriately and effectively.
3	Developing	I can define and use literary terminology in my writing.
2	Basic	I can define and use literary terminology.
1	Minimal	I can define literary terminology.
0	No Evidence	No evidence shown.

3.2 I can compose an essay which analyzes how varied aspects of structure create meaning and affect the reader by using textual evidence to support my personal reading.

Learning Target	Descriptor	Definition
4	Proficient	I can compose an essay which analyzes how varied aspects of structure create meaning and affect the reader by using textual evidence to support my personal reading.
3	Developing	I can compose an essay which analyzes how varied aspects of structure create meaning and affect the reader, but textual evidence may be lacking.
2	Basic	I can compose an essay which contains textual evidence, but analysis of how varied aspects of structure create meaning and affect the reader relies on a superficial understanding of the text.
1	Minimal	I can compose an essay which discusses varied aspects of the structure, but relies heavily on plot summary.
0	No Evidence	No evidence shown.

3.3 I can compose an essay which demonstrates a strong understanding of the usage of grammar, punctuation, and mechanics in Standard English.

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Learning Target	Descriptor	Definition
4	Proficient	I can compose an essay which demonstrates a strong understanding of the usage of grammar, punctuation, and mechanics in Standard English.
3	Developing	I can compose an essay which demonstrates an understanding of the usage of grammar, punctuation, and mechanics in Standard English, but a few errors exist.
2	Basic	I can compose an essay which demonstrates an understanding of the usage of grammar, punctuation, and mechanics in Standard English, but some errors exist which do not affect a reader's understanding.
1	Minimal	I can compose an essay which demonstrates an understanding of the usage of grammar, punctuation, and mechanics in Standard English, but several errors exist which may affect a reader's full understanding.
0	No Evidence	No evidence shown.

3.4 I can constructively revise written works by correcting issues in Standard English usage, clarifying claims, and reviewing organization and evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can constructively revise written works by correcting issues in Standard English usage, clarifying claims, and reviewing organization and evidence.
3	Developing	I can revise written works by correcting issues with Standard English usage and improve claims using personal review.
2	Basic	I can revise written works by correcting issues with Standard English usage and improve evidence using personal review.
1	Minimal	I can make minor changes to written work by using teacher feedback.
0	No Evidence	No evidence shown.

4. Writing About Poetry (14.29%)

Learning Targets

4.1 I can define and use literary terminology specific to poetry appropriately and effectively.

Learning Target	Descriptor	Definition
4	Proficient	I can define and use literary terminology specific to poetry appropriately and effectively.
3	Developing	I can define and use poetry terms in my writing.
2	Basic	I can define and use poetry terms.
1	Minimal	I can define poetry terms.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

4.2 I can identify figurative language and explain its importance to the text.

Learning Target	Descriptor	Definition
4	Proficient	I can identify figurative language and explain its importance to the text.
3	Developing	I can identify figurative language and explain how it is used in the text.
2	Basic	I can identify figurative language and offer meaning.
1	Minimal	I can identify figurative language.
0	No Evidence	No evidence shown.

4.3 I can appraise a poem using subject, speaker, form, and structure.

Learning Target	Descriptor	Definition
4	Proficient	I can appraise a poem using subject, speaker, form, and structure.
3	Developing	I can explain how the subject, speaker, form or structure of a poem help to make meaning.
2	Basic	I can explain the subject, speaker, form, or structure of a poem.
1	Minimal	I can identify subject, speaker, form, and structure of a poem.
0	No Evidence	No evidence shown.

4.4 I can reflect on the effectiveness of my own writing.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on the effectiveness of my own writing.
3	Developing	I can reflect on my own writing.
2	Basic	I can give an opinion about my writing.
1	Minimal	I can write about my own writing.
0	No Evidence	No evidence shown.

4.5 I can compose poetry which can be used for analysis and discussion in class.

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Learning Target	Descriptor	Definition
4	Proficient	I can compose poetry which can be used for analysis and discussion in class.
3	Developing	I can compose poetry which includes analysis from two classmates.
2	Basic	I can compose poetry with a personal analysis.
1	Minimal	I can compose poetry.
0	No Evidence	No evidence shown.

5. Historical Perspectives: Anglo-Saxons through The Middle Ages (14.29%)

Learning Targets


5.1 I can create a strong, easily identifiable thesis statement which offers a personal reading of the deeper meaning of the text and gives a plan for the essay.

Learning Target	Descriptor	Definition
4	Proficient	I can create a strong, easily identifiable thesis statement which offers a personal reading of the deeper meaning of the text and gives a plan for the essay.
3	Developing	I can create an identifiable thesis statement which offers a vague idea of the meaning of the text and some guidance for the rest of the essay.
2	Basic	I can create a statement which offers a personal opinion of the text.
1	Minimal	I can create a statement which summarizes key ideas of the text.
0	No Evidence	No evidence shown.

5.2 I can identify and effectively use strong support of my thesis statement by using specific references to story details, including direct textual evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can identify and effectively use strong support of my thesis statement by using specific references to story details, including direct textual evidence.
3	Developing	I can identify strong support of my thesis statement by using specific references to story details, but lacking direct textual evidence.
2	Basic	I can identify support of my thesis statement by using general references to story details.
1	Minimal	I can include general support of my thesis, but references are vague and confusing.
0	No Evidence	No evidence shown.

5.3 I can analyze difficult text using well-developed ideas along with personal voice, which includes strong word choice and an understanding of rhetorical devices, to show what I know, not what I think the instructor wants to hear.



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Learning Target	Descriptor	Definition
4	Proficient	I can analyze difficult text using well-developed ideas along with personal voice, which includes strong word choice and an understanding of rhetorical devices, to show what I know, not what I think the instructor wants to hear.
3	Developing	I can analyze text using well-developed ideas along with personal voice, which includes strong word choice, to show what I know, not what I think the instructor wants to hear.
2	Basic	I can analyze text using personal voice, which includes strong word choice, to show what I know.
1	Minimal	I can analyze text using personal voice.
0	No Evidence	No evidence shown.

5.4 I can use all the steps of the writing process to produce an effective essay containing few errors of Standard English and strong analysis.

Learning Target	Descriptor	Definition
4	Proficient	I can use all the steps of the writing process to produce an effective essay containing few errors of Standard English and strong analysis.
3	Developing	I can use all the steps of the writing process to produce an effective essay containing some errors of Standard English and some analysis.
2	Basic	I can use all the steps of the writing process to produce an essay containing some errors of Standard English and some personal opinion of the text.
1	Minimal	I can produce an essay containing several errors of Standard English and summarize a text.
0	No Evidence	No evidence shown.

6. Historical Perspectives: The Renaissance (14.29%)

Learning Targets

6.1 I can collect and comprehend credible sources by giving summary and using research to enhance writing.

Learning Target	Descriptor	Definition
4	Proficient	I can collect and comprehend credible sources by giving summary and using research to enhance writing.
3	Developing	I can collect credible sources by giving summary and using research to enhance writing.
2	Basic	I can create an MLA formatted bibliography.
1	Minimal	I can collect credible sources.
0	No Evidence	No evidence shown.

6.2 I can generate a research paper which uses several sources and includes cited textual evidence to qualify my claims.

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Learning Target	Descriptor	Definition
4	Proficient	I can generate a research paper which uses several sources and includes cited textual evidence to qualify my claims.
3	Developing	I can generate a research paper which uses several sources and includes textual evidence.
2	Basic	I can generate a research paper which uses several sources.
1	Minimal	I can generate a paper which shows some research.
0	No Evidence	No evidence shown.

6.3 I can write a research paper which includes at least 3 to 4 pages and a Works Cited/References page which follows MLA formatting guidelines, including in-text citations.

Learning Target	Descriptor	Definition
4	Proficient	I can write a research paper which includes at least 3 to 4 pages and a Works Cited/References page which follows MLA formatting guidelines, including in-text citations.
3	Developing	I can write a research paper which includes at least 3 to 4 pages and a Works Cited/References page that follows MLA formatting guidelines.
2	Basic	I can write a research paper which includes a Works Cited/References page that follows MLA formatting guidelines.
1	Minimal	I can write a research paper which includes a Works Cited/References page.
0	No Evidence	No evidence shown.

6.4 I can write with no errors in grammar and usage.

Learning Target	Descriptor	Definition
4	Proficient	I can write with no errors in grammar and usage.
3	Developing	I can write with few errors in grammar and usage.
2	Basic	I can write with some errors in grammar and usage, but understanding is not affected.
1	Minimal	I can write with several errors in grammar and usage which affect understanding.
0	No Evidence	No evidence shown.

6.5 I can write with no errors in capitalization, punctuation, and spelling.

Learning Target	Descriptor	Definition
4	Proficient	I can write with no errors in capitalization, punctuation, and spelling.



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Learning Target	Descriptor	Definition
3	Developing	I can write with few errors in capitalization, punctuation, and spelling.
2	Basic	I can write with some errors in capitalization, punctuation, and spelling, but understanding is not affected.
1	Minimal	I can write with several errors in capitalization, punctuation, and spelling which affect understanding.
0	No Evidence	No evidence shown.

7. Trimester Review (14.26%)

Learning Targets

7.1 I can identify and use literary terminology correctly when analyzing sample texts.

Learning Target	Descriptor	Definition
4	Proficient	I can identify and use literary terminology correctly when analyzing sample texts.
3	Developing	I can identify and write about literary terminology in sample texts.
2	Basic	I can identify all literary terminology in sample texts.
1	Minimal	I can identify some literary terminology in sample texts.
0	No Evidence	No evidence shown.

7.2 I can analyze style by identifying speaker, audience, situation, and setting in a work of prose or poetry.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze style by identifying speaker, audience, situation, and setting in a work of prose or poetry.
3	Developing	I can write about speaker, audience, situation, and setting in a work of prose or poetry.
2	Basic	I can analyze style in a work of prose or poetry.
1	Minimal	I can identify speaker, audience, situation, and setting in a work of prose or poetry.
0	No Evidence	No evidence shown.

7.3 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience while using the writing process to eliminate errors in Standard English.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience while using the writing process to eliminate errors in Standard English.



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Learning Target	Descriptor	Definition
3	Developing	I can produce clear writing in which the organization, and style are appropriate to task and audience while using the writing process to eliminate errors in Standard English.
2	Basic	I can produce clear writing in which the style is appropriate to task and audience while using the writing process to eliminate most errors in Standard English.
1	Minimal	I can produce writing in which the style is appropriate to task.
0	No Evidence	No evidence shown.

7.4 I can compose an academic essay which offers insightful analysis of a given text.

Learning Target	Descriptor	Definition
4	Proficient	I can compose an academic essay which offers insightful analysis of a given text.
3	Developing	I can compose an academic essay which offers a personal opinion of a text.
2	Basic	I can compose an essay which relies on summary of a text.
1	Minimal	I can compose an essay.
0	No Evidence	No evidence shown.

7.5 I can develop metacognitive awareness as a writer by evaluating the effectiveness of my own writing while giving evidence to support my analysis and reflection.

Learning Target	Descriptor	Definition
4	Proficient	I can develop metacognitive awareness as a writer by evaluating the effectiveness of my own writing while giving evidence to support my analysis and reflection.
3	Developing	I can develop awareness as a writer by evaluating my own writing while giving evidence to support my analysis and reflection.
2	Basic	I can develop awareness as a writer by evaluating the effectiveness of my own writing.
1	Minimal	I can evaluate the effectiveness of my own writing through personal opinion.
0	No Evidence	No evidence shown.

Submitted on 7/19/2021 by Mark Rykal