✎
Edit page

CW High School
AP Literature & Composition C

1. **AP Test Prep - Drama (25.00%)**

Learning Targets

1.1 I can determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Learning Target	Descriptor	Definition
4	Proficient	I can determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3	Developing	I can determine two or more themes or central ideas of a text and provide an objective summary of the text.
2	Basic	I can determine a theme or central idea of a text and provide an objective summary of the text.
1	Minimal	I can provide an objective summary of the text.
0	No Evidence	No evidence shown.

1.2 I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Target	Descriptor	Definition
4	Proficient	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3	Developing	I can cite strong textual evidence to support analysis of what the text says explicitly, including where the text leaves matters uncertain.
2	Basic	I can cite strong textual evidence to support a reading of the text and discuss ambiguities.
1	Minimal	I can cite textual evidence to support a reading of a text.
0	No Evidence	No evidence shown.

1.3 I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
3	Developing	I can analyze a sequence of events and explain how some individuals or events interact over the course of the text.
2	Basic	I can analyze events and explain how some individuals interact over the course of the text.

✏️
Edit page

CW High School
AP Literature & Composition C

Learning Target	Descriptor	Definition
1	Minimal	I can discuss events and individuals from a text.
0	No Evidence	No evidence shown.

1.4 I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
3	Developing	I can determine the meaning of most words and phrases as they are used in the text, including figurative and connotative meaning.
2	Basic	I can determine the meaning of some words and phrases as they are used in the text, including figurative and connotative meanings.
1	Minimal	I can determine the meaning of words and phrases with help.
0	No Evidence	No evidence shown.

1.5 I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.
3	Developing	I can reflect on assessments and offer suggestions for improvement.
2	Basic	I can reflect on assessments and self-evaluate.
1	Minimal	I can reflect on assessments.
0	No Evidence	No evidence shown.

1.6 I can compose an essay which would score in the top third of the AP Lit scoring rubric.

Learning Target	Descriptor	Definition
4	Proficient	I can compose an essay which would score in the top third of the AP Lit scoring rubric.
3	Developing	I can compose and essay which would score in the middle third of the AP Lit scoring rubric.
2	Basic	I can compose an essay which would score in the bottom third of the AP Lit scoring rubric.
1	Minimal	I can compose an essay.

✏️
Edit page

CW High School
AP Literature & Composition C

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2. **AP Test Prep - Novel (25.00%)**

Learning Targets

2.1 I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
3	Developing	I can analyze the impact of the author's choices regarding how to develop and relate setting, characterization, and plot of a story or drama.
2	Basic	I can analyze the impact of the author's choices regarding plot and characters in a story or drama.
1	Minimal	I can discuss the plot and characters of a story or drama.
0	No Evidence	No evidence shown.

2.2 I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Target	Descriptor	Definition
4	Proficient	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
3	Developing	I can cite strong textual evidence to support analysis of what the text says explicitly, including where the text leaves matters uncertain.
2	Basic	I can cite strong textual evidence to support a reading of the text and discuss ambiguities.
1	Minimal	I can cite textual evidence to support a reading of a text.
0	No Evidence	No evidence shown.

2.3 I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

✏️
Edit page

CW High School
AP Literature & Composition C

Learning Target	Descriptor	Definition
3	Developing	I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.
2	Basic	I can analyze how the structure of a text contributes to its overall meaning.
1	Minimal	I can discuss the structure of a text.
0	No Evidence	No evidence shown.

2.4 I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
3	Developing	I can determine the meaning of most words and phrases as they are used in the text, including figurative and connotative meaning.
2	Basic	I can determine the meaning of some words and phrases as they are used in the text, including figurative and connotative meanings.
1	Minimal	I can determine the meaning of words and phrases with help.
0	No Evidence	No evidence shown.

2.5 I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.
3	Developing	I can reflect on assessments and offer suggestions for improvement.
2	Basic	I can reflect on assessments and self-evaluate.
1	Minimal	I can reflect on assessments.
0	No Evidence	No evidence shown.

2.6 I can compose an essay which would score in the top third of the AP Lit scoring rubric.

Learning Target	Descriptor	Definition
4	Proficient	I can compose an essay which would score in the top third of the AP Lit scoring rubric.
3	Developing	I can compose and essay which would score in the middle third of the AP Lit scoring rubric.

✎
Edit page

CW High School

AP Literature & Composition C

Learning Target	Descriptor	Definition
2	Basic	I can compose an essay which would score in the bottom third of the AP Lit scoring rubric.
1	Minimal	I can compose an essay.
0	No Evidence	No evidence shown.

3. **AP Test Prep - Poetry (25.00%)**

Learning Targets

3.1 I can analyze how a poet's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how a poet's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
3	Developing	I can analyze how a poet's choices in structure impacts meaning and aesthetics.
2	Basic	I can analyze how a poet's choice in structure impacts meaning.
1	Minimal	I can analyze a poet's choice in structure.
0	No Evidence	No evidence shown.

3.2 I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
3	Developing	I can determine the meaning of most words and phrases as they are used in the text, including figurative and connotative meaning.
2	Basic	I can determine the meaning of some words and phrases as they are used in the text, including figurative and connotative meanings.
1	Minimal	I can determine the meaning of words and phrases with help.
0	No Evidence	No evidence shown.

3.3 I can analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Learning Target	Descriptor	Definition

CW High School
AP Literature & Composition C

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
3	Developing	I can analyze the impact of most word choices on meaning and tone, including words with multiple meanings.
2	Basic	I can analyze the impact of some word choices on meaning and tone, including words with multiple meanings.
1	Minimal	I can analyze the impact of word choices with help.
0	No Evidence	No evidence shown.

3.4 I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.

Learning Target	Descriptor	Definition
4	Proficient	I can reflect on assessments, self-evaluate my responses, and offer suggestions for improvement on future assessments.
3	Developing	I can reflect on assessments and offer suggestions for improvement.
2	Basic	I can reflect on assessments and self-evaluate.
1	Minimal	I can reflect on assessments.
0	No Evidence	No evidence shown.

3.5 I can compose an essay which would score in the top third of the AP Lit scoring rubric.

Learning Target	Descriptor	Definition
4	Proficient	I can compose an essay which would score in the top third of the AP Lit scoring rubric.
3	Developing	I can compose and essay which would score in the middle third of the AP Lit scoring rubric.
2	Basic	I can compose an essay which would score in the bottom third of the AP Lit scoring rubric.
1	Minimal	I can compose an essay.
0	No Evidence	No evidence shown.

4. **High School Writing Portfolio (25.00%)**

Learning Targets

4.1 **I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

✏️
Edit page

CW High School
AP Literature & Composition C

Learning Target	Descriptor	Definition
4	Proficient	I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3	Developing	I can write narratives using effective techniques, details, and event sequences.
2	Basic	I can write narratives using details and event sequences.
1	Minimal	I can write narratives.
0	No Evidence	No evidence shown.

4.2 I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Target	Descriptor	Definition
4	Proficient	I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
3	Developing	I can apply knowledge of language to understand how language functions, to make choices for style, and to comprehend more fully.
2	Basic	I can apply knowledge of language, make choices for style, and comprehend.
1	Minimal	I can understand how language functions.
0	No Evidence	No evidence shown.

4.3 I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Target	Descriptor	Definition
4	Proficient	I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Developing	I can write informative/explanatory texts to convey ideas and information clearly through effective selection, organization, and analysis of content.
2	Basic	I can write informative/explanatory texts to convey information clearly through selection and organization of content.
1	Minimal	I can write informative texts.
0	No Evidence	No evidence shown.

4.4 I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

✏️
Edit page

CW High School

AP Literature & Composition C

Learning Target	Descriptor	Definition
4	Proficient	I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
3	Developing	I can make use of digital media in presentations to enhance understanding of evidence and to add interest.
2	Basic	I can make use of digital meaning in presentations to enhance understanding.
1	Minimal	I can make use of digital meaning in presentations.
0	No Evidence	No evidence shown.

Submitted on 2/16/2019 by Mark Rykal