✏️
Edit page

CW High School
American Literature

1. **Literacy Study (25.00%)**

Learning Targets

1.1 **I can demonstrate command of the conventions and grammar rules of standardized English, including capitalization, punctuation, word usage, and sentence structure when writing.**

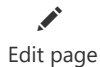| Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate command of the conventions and grammar rules of standardized English, including capitalization, punctuation, word usage, and sentence structure when writing.
3	Developing	I can demonstrate command of the conventions of standardized English capitalization, punctuation, and sentence structure when writing, with few but repetitive errors.
2	Basic	I can demonstrate use of the conventions of standardized English capitalization, punctuation, and spelling when writing, with some errors which do not distract from understanding.
1	Minimal	I can demonstrate use of the conventions of standardized English capitalization, punctuation, and spelling and structure when writing, but several errors which affect understanding exist.
0	No Evidence	No evidence shown.

1.2 **I can determine the meaning of words and phrases, analyze text structure rhetorically, and understand the purpose for which texts are written (Expository vs. Argumentative vs. Narrative cues).**

Learning Target	Descriptor	Definition
4	Proficient	I can determine the meaning of words and phrases, analyze text structure rhetorically, and understand the purpose for which texts are written (Expository vs. Argumentative vs. Narrative cues).
3	Developing	I can decode words and phrases to develop personal opinion on the purpose of a text.
2	Basic	I can decode words and phrases and give summary of a text's plot or basic structure.
1	Minimal	I can identify cue words or new words that suggest plot or structure details.
0	No Evidence	No evidence shown.

1.3 **I can compose a written response that exhibits a skillful organizational strategy in which my own ideas are explained, critically engaging with a given a text.**

Learning Target	Descriptor	Definition
4	Proficient	I can compose a written response that exhibits a skillful organizational strategy in which my own ideas are explained, critically engaging with a given a text.
3	Developing	I can compose a written response that has an organization strategy in which ideas are explained that engage with the task and text.
2	Basic	I can compose a written response which has an identifiable organization and shares basic knowledge of the text.

✎
Edit page

CW High School
American Literature

Learning Target	Descriptor	Definition
1	Minimal	I can compose a written response which attempts to address the task at hand.
0	No Evidence	No evidence shown.

1.4 I can detail how an essay has or has not met a specified goal according to its writer and audience.

Learning Target	Descriptor	Definition
4	Proficient	I can detail how an essay has or has not met a specified goal according to its writer and audience.
3	Developing	I can explain how an essay may have met its specific goal according to the writer.
2	Basic	I can determine an essay's purpose and audience.
1	Minimal	I can determine an essay's purpose.
0	No Evidence	No evidence shown.

1.5 I can recognize errors in standard English punctuation and capitalization and make revisions to improve writing.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize errors in standard English punctuation and capitalization and make revisions to improve writing.
3	Developing	I can recognize errors in standard English punctuation or capitalization.
2	Basic	I can recognize some problems in standard English punctuation or capitalization.
1	Minimal	I can recognize some errors in a given text.
0	No Evidence	No evidence shown.

2. **Reading for Analysis (25.00%)**

Learning Targets

2.1 I can determine relevance of material in terms of the focus of the paragraph.

Learning Target	Descriptor	Definition
4	Proficient	I can determine relevance of material in terms of the focus of the paragraph.
3	Developing	I can determine relevance of material from a paragraph.
2	Basic	I can summarize a paragraph.
1	Minimal	I can identify details in a paragraph.

✏️
Edit page

CW High School
American Literature

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.2 I can paraphrase some statements as they are used in more challenging passages.

Learning Target	Descriptor	Definition
4	Proficient	I can paraphrase some statements as they are used in more challenging passages.
3	Developing	I can identify and discuss key statements in more challenging passages.
2	Basic	I can rewrite key statements in a passages.
1	Minimal	I can identify key statements in a passages.
0	No Evidence	No evidence shown.

2.3 I can read to identify and analyze the main ideas and supporting evidence which are critical to meaning of a challenging ext.

Learning Target	Descriptor	Definition
4	Proficient	I can read to identify and analyze the main ideas and supporting evidence which are critical to meaning of a challenging ext.
3	Developing	I can read to identify key ideas and supporting details in more challenging passages.
2	Basic	I can read to identify the main point and give some key support in challenging passages.
1	Minimal	I can read and recall the main point in a given text.
0	No Evidence	No evidence shown.

2.4 I can demonstrate effective language use through ensuring precision and concision in word choice, maintaining consistency in style and tone, and using language appropriate for the context.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate effective language use through ensuring precision and concision in word choice, maintaining consistency in style and tone, and using language appropriate for the context.
3	Developing	I can use word choice, style, and tone in my writing.
2	Basic	I can use language appropriate for the context of my writing.
1	Minimal	I can compose a coherent essay with appropriate language.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
American Literature

2.5 I can analyze a text and provide a written response which clearly identifies discovered theme, rhetorical effectiveness, and relevance to current culture.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a text and provide a written response which clearly identifies discovered theme, rhetorical effectiveness, and relevance to current culture.
3	Developing	I can analyze a text and provide a written response which clearly identifies my personal reading and shows relevance to current culture.
2	Basic	I can provide a written response which identifies my personal interpretations and shows relevance to current culture.
1	Minimal	I can offer a personal reading insight to a text.
0	No Evidence	No evidence shown.

2.6 I can interpret words and phrases used in more challenging passages to determine technical, connotative and/or figurative meanings.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret words and phrases used in more challenging passages to determine technical, connotative and/or figurative meanings.
3	Developing	I can recognize and explain purpose for difficult words and phrases employed with purpose in a given text.
2	Basic	I can recognize figurative language and its meaning to a text.
1	Minimal	I can work to define unknown words or those with connotative meaning in given passages.
0	No Evidence	No evidence shown.

3. **Literacy in LIfe (25.00%)**

Learning Targets

3.1 I can gather, summarize, and detail several different sources (text, video, graphed data, etc.) that will support a developing theme regarding an American author, literary career or current literary advancement.

Learning Target	Descriptor	Definition
4	Proficient	I can gather, summarize, and detail several different sources (text, video, graphed data, etc.) that will support a developing theme regarding an American author, literary career or current literary advancement.
3	Developing	I can gather and show the relevance to my topic discovered in several different sources.

✏️
Edit page

CW High School
American Literature

Learning Target	Descriptor	Definition
2	Basic	I can gather and use some resources for my topic.
1	Minimal	I can gather a few web-based resources.
0	No Evidence	No evidence shown.

3.2 I can use research to generate a complete picture of my topic, which includes different perspectives and evidence in the discussion of my topic, avoiding simple personal opinion.

Learning Target	Descriptor	Definition
4	Proficient	I can use research to generate a complete picture of my topic, which includes different perspectives and evidence in the discussion of my topic, avoiding simple personal opinion.
3	Developing	I can use research to generate picture of my topic, which includes which includes different perspectives and evidence in the discussion of my topic.
2	Basic	I can use research to generate picture of my topic, which includes evidence, but relies heavily on a single source or personal experience.
1	Minimal	I can give my personal opinion on the topic I selected.
0	No Evidence	No evidence shown.

3.3 I can create a final academic product which is engaging, easily understandable, extremely informative, and purposeful.

Learning Target	Descriptor	Definition
4	Proficient	I can create a final academic product which is engaging, easily understandable, extremely informative, and purposeful.
3	Developing	I can create a final product which is engaging, understandable, informative, and purposeful.
2	Basic	I can create a final product which is engaging, understandable, and informative.
1	Minimal	I can create a final product which is understandable.
0	No Evidence	No evidence shown.

3.4 I can effectively employ multiple forms of presentation methods and media to share information developed according to my topic that engages the audience of my peers.

Learning Target	Descriptor	Definition
4	Proficient	I can effectively employ multiple forms of presentation methods and media to share information developed according to my topic that engages the audience of my peers.

✏️

CW High School
American Literature

Learning Target	Descriptor	Definition
3	Developing	I can use multiple forms of media to present information which supports the developed main idea and engages the audience.
2	Basic	I can use multiple forms of media to present information to an audience.
1	Minimal	I can prove my ability to use multiple forms of media to present.
0	No Evidence	No evidence shown.

3.5 I can compose reflective writing, which demonstrates an understanding of the effectiveness of my own writing and offers ideas for improvement.

Learning Target	Descriptor	Definition
4	Proficient	I can compose reflective writing, which demonstrates an understanding of the effectiveness of my own writing and offers ideas for improvement.
3	Developing	I can compose reflective writing, which demonstrates an understanding of the effectiveness of my own writing.
2	Basic	I can compose reflective writing which discusses errors in technical writing issues of my text.
1	Minimal	I can compose a personal opinion of my own writing.
0	No Evidence	No evidence shown.

4. **Writing with Purpose (25.00%)**

Learning Targets

4.1 I can identify a clear central claim, supporting arguments and evidence in an essay or given passage.

Learning Target	Descriptor	Definition
4	Proficient	I can identify a clear central claim, supporting arguments and evidence in an essay or given passage.
3	Developing	I can identify a central claim and supporting arguments in a given passage.
2	Basic	I can identify possible purpose and personal interpretations of a given passage.
1	Minimal	I can share possible purpose for a passage, but fail to pinpoint supporting evidence.
0	No Evidence	No evidence shown.

4.2 I can identify the clear purpose of a challenging reading passage and detail how that purpose shapes its rhetorical language usage, tone, and style.

Learning Target	Descriptor	Definition

✎
Edit page

CW High School
American Literature

Learning Target	Descriptor	Definition
4	Proficient	I can identify the clear purpose of a challenging reading passage and detail how that purpose shapes its rhetorical language usage, tone, and style.
3	Developing	I can identify a passage's purpose and speak to an author's word choice, and style.
2	Basic	I can identify a passage's purpose, but struggle with tone and author choices.
1	Minimal	I can speak to the purpose of a passage.
0	No Evidence	No evidence shown.

4.3 I can compose a complete and purposeful essay with detailed central claim or thesis, well-developed supporting arguments, and detailed evidence or personal commentary.

Learning Target	Descriptor	Definition
4	Proficient	I can compose a complete and purposeful essay with detailed central claim or thesis, well-developed supporting arguments, and detailed evidence or personal commentary.
3	Developing	I can compose a complete essay with a clear central thesis, and sufficient arguments.
2	Basic	I can compose an essay that suggests a central claim and speaks in some way to that claim.
1	Minimal	I can attempt an essay with detailed purpose, but little to no supporting evidence.
0	No Evidence	No evidence shown.

4.4 I can compose a prompted response essay with a clear thesis statement, strong evidence defending my thesis, strong personal voice, and clear command of standard English writing grammar and conventions.

Learning Target	Descriptor	Definition
4	Proficient	I can compose a prompted response essay with a clear thesis statement, strong evidence defending my thesis, strong personal voice, and clear command of standard English writing grammar and conventions.
3	Developing	I can compose an essay with a clearly identifiable thesis statement, some textual evidence defending my claim, and demonstrated command of standard English writing skills.
2	Basic	I can compose an essay with a clearly identifiable main idea, but errors in organization, support, and writing detract from the essay's effectiveness.
1	Minimal	I can compose an essay that responds to a prompt but fails to meet all criteria for the task.
0	No Evidence	No evidence shown.

Submitted on 7/19/2021 by Mark Rykal