✏️
Edit page

CW High School
Creative Writing

1. **Poetry (25.00%)**

   Learning Targets

   1.1 **I can express meaning and emotion using the medium of poetry.**

Learning Target	Descriptor	Definition
4	Proficient	I can express meaning and emotion using the medium of poetry.
3	Developing	I can suggest a meaning OR emotion using the medium of poetry.
2	Basic	I can define the meaning I am attempting to express in my poetry.
1	Minimal	I can complete a poem in the format suggested.
0	No Evidence	No evidence shown.

   1.2 **I can recognize and create appropriate poetic format and syntax.**

Learning Target	Descriptor	Definition
4	Proficient	I can recognize and create appropriate poetic format and syntax.
3	Developing	I can recognize and label varying poetic formats and syntax.
2	Basic	I can attempt designed syntax and format in an original poem.
1	Minimal	I can attempt a complete poem, despite that fact that its format and syntax are not purposeful.
0	No Evidence	No evidence shown.

   1.3 **I can create vivid imagery in an original piece of poetry.**

Learning Target	Descriptor	Definition
4	Proficient	I can create vivid imagery in an original piece of poetry.
3	Developing	I can create an original, creative piece of poetry.
2	Basic	I can attempt to create an original piece of poetry.
1	Minimal	I can recognize imagery in another's poem.
0	No Evidence	No evidence shown.

   1.4 **I can define and create in an original context the figurative language elements of simile and metaphor.**

Learning Target	Descriptor	Definition
4	Proficient	I can define and create in an original context the figurative language elements of simile and metaphor.

✎
Edit page

CW High School
Creative Writing

Learning Target	Descriptor	Definition
3	Developing	I can define and create examples of simile and metaphor.
2	Basic	I can define simile and metaphor, and attempt to construct an original context (poem).
1	Minimal	I can define simile and metaphor.
0	No Evidence	No evidence shown.

1.5 I can compare and contrast metered vs. free verse styles of poetry.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast metered vs. free verse styles of poetry.
3	Developing	I can define and describe both metered and free verse poems.
2	Basic	I can define metered and free verse.
1	Minimal	I can recognize metered poetry.
0	No Evidence	No evidence shown.

1.6 I can incorporate appropriate punctuation in a poem to relay the ideas and style intended.

Learning Target	Descriptor	Definition
4	Proficient	I can incorporate appropriate punctuation in a poem to relay the ideas and style intended.
3	Developing	I can incorporate punctuation into an original poem, but it lacks purpose or contains errors in power.
2	Basic	I can define different types of punctuation use in poetry.
1	Minimal	I can recognize purposeful punctuation in another's poem.
0	No Evidence	No evidence shown.

1.7 I can create a complete poem that represents a singular place, incorporating appropriate imagery, emotion, and grammatical structure.

Learning Target	Descriptor	Definition
4	Proficient	I can create a complete poem that represents a singular place, incorporating appropriate imagery, emotion, and grammatical structure.
3	Developing	I can I can create a complete poem that attempts imagery of a singular place, but lacks emotion and/or grammatical structure.
2	Basic	I can create a poem that discusses some place.

✏️
Edit page

CW High School
Creative Writing

Learning Target	Descriptor	Definition
1	Minimal	I can explain imagery, and write of a place that is important to me.
0	No Evidence	No evidence shown.

2. Narrative Voice   (25.00%)

Learning Targets

2.1 I can create and share a complete and original short story plotline, characterization, and emotional intent using only character dialogue.

Learning Target	Descriptor	Definition
4	Proficient	I can create and share a complete and original short story plotline, characterization, and emotional intent using only character dialogue.
3	Developing	I can create an original short story told in dialogue, with minimal characterization and logic.
2	Basic	I can complete a plotline told entirely in dialogue, but it may lack logical conflict, and proper formatting.
1	Minimal	I can create a partial plotline in dialogue, but misuse narration or struggle with logical progression.
0	No Evidence	No evidence shown.

2.2 I can correctly format and punctuate dialogue in an original text.

Learning Target	Descriptor	Definition
4	Proficient	I can correctly format and punctuate dialogue in an original text.
3	Developing	I can correctly punctuate dialogue for a majority of a short story, but may still include sentence structure errors in punctuation that serve distracting.
2	Basic	I can clearly attempt to correctly punctuate an original short story, but find myself repeatedly making the same punctuation errors throughout.
1	Minimal	I can create an original story with attempted punctuation.
0	No Evidence	No evidence shown.

2.3 I can produce a clear, coherent, and well formatted personal memoir.

Learning Target	Descriptor	Definition
4	Proficient	I can produce a clear, coherent, and well formatted personal memoir.
3	Developing	I can produce a coherent piece of writing that relays a personal experience or understanding, but my poor mechanics or sentence structure cause confusion for the reader.

✎
Edit page

CW High School
Creative Writing

Learning Target	Descriptor	Definition
2	Basic	I can attempt to tell a personal story in writing to others, but may struggle with voice and clarity of emotional impact upon myself and others.
1	Minimal	I can recognize a memoir as such upon reading.
0	No Evidence	No evidence shown.

2.4 I can use distinct voice and personal insight to connect to readers on a personal level of shared understanding.

Learning Target	Descriptor	Definition
4	Proficient	I can use distinct voice and personal insight to connect to readers on a personal level of shared understanding.
3	Developing	I can write of personal experiences, attempting to share what may have been gained by experience, but may struggle with mechanics and writing structure.
2	Basic	I can attempt to share personal insights through a distinct voice, but my message is yet unclear to the reader.
1	Minimal	I can write a brief story about something that once happened to me.
0	No Evidence	No evidence shown.

3. Fiction at its Finest   (25.00%)

Learning Targets

3.1 I can analyze and demonstrate "Showing" vs. "Telling" in fictional writing.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze and demonstrate "Showing" vs. "Telling" in fictional writing.
3	Developing	I can attempt to "show" characterization and imagery, but do so with little consistency or demonstrated effort.
2	Basic	I can recognize a well-shown description in a given text.
1	Minimal	I can define "showing" and "telling" as writing terms.
0	No Evidence	No evidence shown.

3.2 I can evaluate and create characterization in given pieces of fiction writing.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate and create characterization in given pieces of fiction writing.

✏️
Edit page

CW High School
Creative Writing

Learning Target	Descriptor	Definition
3	Developing	I can attempt to "tell" readers about my developing characters.
2	Basic	I can evaluate fiction writing, and recognize characterization.
1	Minimal	I can explain the roles of each of my fictional characters in a plotline.
0	No Evidence	No evidence shown.

3.3 I can recognize and create true "horror" genre fiction, detailing a complete plotline, characterization, and proper English grammar and mechanics.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize and create true "horror" genre fiction, detailing a complete plotline, characterization, and proper English grammar and mechanics.
3	Developing	I can create horror genre fiction, detailing a complete plotline, but lacking full characterization and proper grammar/mechanics or word choice to create fear in readers.
2	Basic	I can define horror genre fiction, and write a story that attempts to be frightening, but may lack true creation of "fear".
1	Minimal	I can write a simple story that is potentially frightening or mysterious.
0	No Evidence	No evidence shown.

3.4 I can interpret and analyze humor in writing, recognizing how strong word choice and sentence structure can improve "timing" and best relay intent.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret and analyze humor in writing, recognizing how strong word choice and sentence structure can improve "timing" and best relay intent.
3	Developing	I can recognize satire, irony, and parody as means of designing word choice, and setting up humor.
2	Basic	I can define lines in a text that are truly humorous to the masses, and attempt to explain why.
1	Minimal	I can explain the difference between offensive mockery and acceptable humor.
0	No Evidence	No evidence shown.

3.5 I can create and write, according to English rules of grammar and mechanics, a humorous short story, essay, or memoir that includes elements of wit, sarcasm, and delayed timing as best suited to my intent.

Learning Target	Descriptor	Definition

✎
Edit page

CW High School
Creative Writing

Learning Target	Descriptor	Definition
4	Proficient	I can create and write, according to English rules of grammar and mechanics, a humorous short story, essay, or memoir that includes elements of wit, sarcasm, and delayed timing as best suited to my intent.
3	Developing	I can write a complete essay or story that attempts humor or wit, but lack sound grammar and mechanics.
2	Basic	I can write a complete essay or story that attempts humor, but falls short as it is likely full of inside jokes, or poorly-developed "punchlines".
1	Minimal	I can attempt to write a complete essay, story or memoir with humorous detailing, but may not fully develop enough of a storyline to deem my writing sound, humorous, or even complete.
0	No Evidence	No evidence shown.

✎
Edit page

CW High School
Creative Writing

4. **Rhetorical Structure and Purpose   (25.00%)**

Learning Targets

4.1 I can write a grammatically sound and structured persuasive essay, in response to a given prompt within a timed period, demonstrating a clear thesis and support thereof.

Learning Target	Descriptor	Definition
4	Proficient	I can write a grammatically sound and structured persuasive essay, in response to a given prompt within a timed period, demonstrating a clear thesis and support thereof.
3	Developing	I can complete a prompted and purposeful essay in the time allotted, but may lack strong support or soundness.
2	Basic	I can write a brief, although purposefully declared essay in the given time that may be lacking in structure or mechanical soundness.
1	Minimal	I can attempt to write an essay, but fall short in doing so in the time given.
0	No Evidence	No evidence shown.

4.2 I can write a mechanically-sound essay in response to a traditional "college entrance essay prompt", demonstrating a clear thesis, and evidence that supports my potential as a college student.

Learning Target	Descriptor	Definition
4	Proficient	I can write a mechanically-sound essay in response to a traditional "college entrance essay prompt", demonstrating a clear thesis, and evidence that supports my potential as a college student.
3	Developing	I can complete an essay that accurately addresses the given prompt, but does not support the purpose of "selling myself". It may also lack the mechanics to be considered college-level writing.
2	Basic	I can complete an essay that refers to the given prompt, but lacks structure and/or soundness.
1	Minimal	I can attempt to write an essay about my life experiences.
0	No Evidence	No evidence shown.

Submitted on 7/28/2021 by Christie Sather