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CW High School
English 10 A

1. **Empowered Learner (25.00%)**

Learning Targets

1.1 **I can articulate and set personal learning goals and develop strategies, leveraging the resources available, to achieve them.**

Learning Target	Descriptor	Definition
4	Proficient	I can articulate and set personal learning goals and develop strategies, leveraging the resources available, to achieve them.
3	Developing	I can set learning goals and document what it looks like to achieve them.
2	Basic	I can complete a Learner Profile to set personal learning goals.
1	Minimal	I can begin a Learner Profile to set personal learning goals.
0	No Evidence	No evidence shown.

1.2 **I can compose a detailed reflection of my learning process, in which I examine ways to improve my learning outcomes.**

Learning Target	Descriptor	Definition
4	Proficient	I can compose a detailed reflection of my learning process, in which I examine ways to improve my learning outcomes.
3	Developing	I can reflect on my learning process in detail and discuss what I could have done differently.
2	Basic	I can write a detailed summary of my learning process.
1	Minimal	I can write about my learning process.
0	No Evidence	No evidence shown.

1.3 **I can complete an authentic product presentation, as documented in my Customized Learning Path, that showcases my creativity and originality.**

Learning Target	Descriptor	Definition
4	Proficient	I can complete an authentic product presentation, as documented in my Customized Learning Path, that showcases my creativity and originality.
3	Developing	I can complete an authentic product presentation, as documented in my Customized Learning Path.
2	Basic	I can conference and complete a Customized Learning Path and set goals to create an authentic product.
1	Minimal	I can complete a Customized Learning Path for an authentic product.
0	No Evidence	No evidence shown.

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2. **Knowledge Constructor** (25.00%)

Learning Targets

2.1 I can plan and employ effective research strategies to answer a question or solve a problem and narrow or broaden the inquiry when appropriate.

Learning Target	Descriptor	Definition
4	Proficient	I can plan and employ effective research strategies to answer a question or solve a problem and narrow or broaden the inquiry when appropriate.
3	Developing	I can employ research strategies to answer a question, solve a problem, and narrow or broaden the inquiry when appropriate.
2	Basic	I can utilize various digital and/or print resources to find an answer to a question or solve a problem.
1	Minimal	I can use a digital platform to find digital and/or print resources.
0	No Evidence	No evidence shown.

2.2 I can curate relevant information from multiple authoritative print and digital sources and evaluate each source's accuracy, perspective, credibility, and usefulness towards my goal.

Learning Target	Descriptor	Definition
4	Proficient	I can curate relevant information from multiple authoritative print and digital sources and evaluate each source's accuracy, perspective, credibility, and usefulness towards my goal.
3	Developing	I can gather information from multiple sources and determine each source's accuracy, perspective, and usefulness towards my goal.
2	Basic	I can gather information from at least one source and identify its relevance towards my goal.
1	Minimal	I can gather information from a source.
0	No Evidence	No evidence shown.

2.3 I can integrate information from digital and print resources effectively to support my analysis, reflection, and research.

Learning Target	Descriptor	Definition
4	Proficient	I can integrate information from digital and print resources effectively to support my analysis, reflection, and research.
3	Developing	I can integrate information from digital and print resources to work as support for my analysis, reflection, and research.
2	Basic	I can include information from digital and print resources in my analysis, reflection, and research.
1	Minimal	I can find information from sources for my analysis, reflection, and research.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3. Detail Identifier (25.00%)

Learning Targets

3.1 I can annotate a text, identify big ideas and questions, and make meaningful connections and reactions.

Learning Target	Descriptor	Definition
4	Proficient	I can annotate a text, identify big ideas and questions, and make meaningful connections and reactions.
3	Developing	I can identify big ideas and questions in the text.
2	Basic	I can identify big ideas in a text.
1	Minimal	I can underline parts of a text.
0	No Evidence	No evidence shown.

3.2 I can cite strong and thorough textual evidence to support my analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Target	Descriptor	Definition
4	Proficient	I can cite strong and thorough textual evidence to support my analysis of what the text says explicitly as well as inferences drawn from the text.
3	Developing	I can cite strong textual evidence in my analysis of a text.
2	Basic	I can cite evidence in my writing.
1	Minimal	I can identify evidence to include in my writing.
0	No Evidence	No evidence shown.

3.3 I can determine a theme or central idea of a text and analyze in detail its development throughout the text.

Learning Target	Descriptor	Definition
4	Proficient	I can determine a theme or central idea of a text and analyze in detail its development throughout the text.
3	Developing	I can determine a theme or the central idea of a text and thoughtfully discuss its development throughout the text.
2	Basic	I can determine a theme or central idea of a text and discuss where I identified it in the text.
1	Minimal	I can identify a theme or central idea of a text.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.4 I can evaluate the meaning of words and phrases used in a text, including figurative and connotative meanings, and analyze these words or phrases' impact on meaning and tone.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the meaning of words and phrases used in a text, including figurative and connotative meanings, and analyze these words or phrases' impact on meaning and tone.
3	Developing	I can discuss the meaning of words and phrases used in a text, including figurative and connotative meanings, and investigate these words or phrases' impact on meaning and tone.
2	Basic	I can deduce the meaning of words and phrases used in a text, including figurative and connotative meanings.
1	Minimal	I can identify and define the meaning of words and phrases used in a text.
0	No Evidence	No evidence shown.

4. Creative Communicator (25.00%)

Learning Targets

4.1 I can produce clear and coherent writing in which the development, organization, and style are appropriate 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 appropriate to task, purpose, and audience.
3	Developing	I can produce writing where the development, organization, and style are appropriate to task, purpose, and audience.
2	Basic	I can produce writing with an evident organization and style.
1	Minimal	I can submit a written product.
0	No Evidence	No evidence shown.

4.2 I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Learning Target	Descriptor	Definition
4	Proficient	I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	Developing	I can develop my writing through planning, revising, editing, and rewriting when necessary.

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Learning Target	Descriptor	Definition
2	Basic	I can identify errors and make changes to my writing.
1	Minimal	I identify errors or inconsistencies in my writing.
0	No Evidence	No evidence shown.

4.3 I can demonstrate command of standard English grammar and usage conventions in my writing and authentic products (including parallel structure, various phrases and clauses, comma usage, and spelling).

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate command of standard English grammar and usage conventions in my writing and authentic products (including parallel structure, various phrases and clauses, comma usage, and spelling).
3	Developing	I can apply varied English grammar and usage conventions in my writing and authentic products with little error.
2	Basic	I can apply English grammar and usage conventions in my writing and authentic products with few to moderate errors.
1	Minimal	I can identify examples of conventions of standard English grammar and usage.
0	No Evidence	No evidence shown.

4.4 I can communicate complex ideas clearly and effectively by creating or utilizing various digital tools (models, visualizations, simulations, etc.).

Learning Target	Descriptor	Definition
4	Proficient	I can communicate complex ideas clearly and effectively by creating or utilizing various digital tools (models, visualizations, simulations, etc.).
3	Developing	I can communicate complex ideas by creating or utilizing various digital tools (models, visualizations, simulations, etc.).
2	Basic	I can share complex ideas using digital tools.
1	Minimal	I can determine which digital tools would be useful in communicating complex ideas.
0	No Evidence	No evidence shown.

Submitted on 10/16/2020 by