

CW High School

English 10 B

1. Career Research Essay (25.00%)

Learning Targets

1.1 I can recognize that accurate and comprehensive information is the basis for intelligent decision making.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize that accurate and comprehensive information is the basis for intelligent decision making.
3	Developing	I can use researched information to begin to form decisions.
2	Basic	Basic I can identify traits of accurate information.
1	Minimal	I can identify traits of comprehensive information.
0	No Evidence	No evidence shown.

1.2 I can develop questions based on informational needs.

Learning Target	Descriptor	Definition
4	Proficient	I can develop questions based on informational needs.
3	Developing	I can compile informational needs and outline potential informational gaps.
2	Basic	I can identify informational needs for my research.
1	Minimal	I can identify informational needs in other's research.
0	No Evidence	No evidence shown.

1.3 I can identify a variety of potential sources of information and develop and use successful strategies for locating information.

Learning Target	Descriptor	Definition
4	Proficient	I can identify a variety of potential sources of information and develop and use successful strategies for locating information.
3	Developing	I can identify a variety of potential sources and interpret information from said sources.
2	Basic	I can summarize information from potential sources.
1	Minimal	I can identify potential sources.
0	No Evidence	No evidence shown.

1.4 I can interpret sources for accuracy, relevance, and comprehensiveness and refute inaccurate and misleading information

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Learning Target	Descriptor	Definition
4	Proficient	I can interpret sources for accuracy, relevance, and comprehensiveness and refute inaccurate and misleading information
3	Developing	I can interpret sources for accuracy, relevance, and comprehensiveness.
2	Basic	I can interpret sources for accuracy and relevance.
1	Minimal	I can interpret sources for accuracy.
0	No Evidence	No evidence shown.

1.5 I can distinguish between fact, point of view, and opinion in sources.

Learning Target	Descriptor	Definition
4	Proficient	I can distinguish between fact, point of view, and opinion in sources.
3	Developing	I can compare and contrast fact vs. opinions.
2	Basic	I can understand various points of view and explain their relevance to research.
1	Minimal	I can list out traits of opinions.
0	No Evidence	No evidence shown.

1.6 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 effectively implement task, purpose and audience in my own writing.
2	Basic	I can effectively identify purpose, task, and audience in other's writing.
1	Minimal	I can differentiate between task, purpose, and audience.
0	No Evidence	No evidence shown.

1.7 I can develop and strengthen writing as needed by planning, revising, editing, rewriting.

Learning Target	Descriptor	Definition
4	Proficient	I can develop and strengthen writing as needed by planning, revising, editing, rewriting.
3	Developing	I can strengthen my writing by revising and editing.

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Learning Target	Descriptor	Definition
2	Basic	I can revise and edit other's writing.
1	Minimal	I can properly plan and outline my own writing.
0	No Evidence	No evidence shown.

2. Grammar and Mechanics (25.00%)

Learning Targets

2.1 I can recognize and generate various clauses, specifically independent/dependent clauses.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize and generate various clauses, specifically independent/dependent clauses.
3	Developing	I can generate independent and dependent clauses.
2	Basic	Basic I can differentiate between independent and dependent clauses.
1	Minimal	I can recognize independent and dependent clauses.
0	No Evidence	No evidence shown.

2.2 I can differentiate between sentence fragments and run-on sentences.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate between sentence fragments and run-on sentences.
3	Developing	I can identify sentence fragments and run-on sentences in my own writing.
2	Basic	I can identify a run-on sentences in other's writing.
1	Minimal	I can identify a sentence fragment in other's writing.
0	No Evidence	No evidence shown.

2.3 I can identify and correct various clauses' subject/verb agreements.

Learning Target	Descriptor	Definition
4	Proficient	I can identify and correct various clauses' subject/verb agreements.
3	Developing	I can explain the relation between subject and verb in structured writings.
2	Basic	I can classify the subject of a sentence.

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Learning Target	Descriptor	Definition
1	Minimal	I can define a verb and identify one.
0	No Evidence	No evidence shown.

2.4 I can properly identify, define, and use vocabulary words at or above my grade level.

Learning Target	Descriptor	Definition
4	Proficient	I can properly identify, define, and use vocabulary words at or above my grade level.
3	Developing	I can identify and define vocabulary words at or above my grade level.
2	Basic	I can identify vocabulary words at or above my grade level.
1	Minimal	I can identify at least half of classroom vocabulary words.
0	No Evidence	No evidence shown.

3. Character Analysis (25.00%)

Learning Targets

3.1 I can determine various external and historical factors in relation to a piece of literature, and how they affect the plot.

Learning Target	Descriptor	Definition
4	Proficient	I can determine various external and historical factors in relation to a piece of literature, and how they affect the plot.
3	Developing	I can determine various external and historical factors in relation to a piece of literature.
2	Basic	I can give examples of various external factors in a certain time period.
1	Minimal	I can identify various external factors in a certain time period.
0	No Evidence	No evidence shown.

3.2 I can understand and implement various forms of idiomatic English into my own writing.

Learning Target	Descriptor	Definition
4	Proficient	I can understand and implement various forms of idiomatic English into my own writing.
3	Developing	I can label and interpret examples of idiomatic English in other's writing.
2	Basic	I can label examples of idiomatic English in other's writing.
1	Minimal	I can define idiomatic English.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.3 I can recognize various mistakes in sentence structure, and decide how to correct them.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize various mistakes in sentence structure, and decide how to correct them.
3	Developing	I can compare and contrast sentence structure in various examples.
2	Basic	I can imitate correct sentence structure from given sources.
1	Minimal	I can differentiate between various clauses.
0	No Evidence	No evidence shown.

3.4 I can analyze the differences between scenes in various mediums of literature and justify why this differences are present.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the differences between scenes in various mediums of literature and justify why this differences are present.
3	Developing	I can understand why there are differences between various forms of literature.
2	Basic	I can describe differences between various forms of literature.
1	Minimal	I can record differences between various mediums of literature.
0	No Evidence	No evidence shown.

3.5 I can use varied sentence structure to aid in the effectiveness of my own writing.

Learning Target	Descriptor	Definition
4	Proficient	I can use varied sentence structure to aid in the effectiveness of my own writing.
3	Developing	I can compare and contrast sentence structure in various examples.
2	Basic	I can imitate correct sentence structure from given sources.
1	Minimal	I can differentiate between various clauses.
0	No Evidence	No evidence shown.

3.6 I can identify the motivating factors behind the 3 main characters, analyze how their character develops over the course of the play, and write a well formatted essay detailing this character progression.

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Learning Target	Descriptor	Definition
4	Proficient	I can identify the motivating factors behind the 3 main characters, analyze how their character develops over the course of the play, and write a well formatted essay detailing this character progression.
3	Developing	I can identify the motivating factors behind the 3 main characters, analyze how their character develops over the course of the play
2	Basic	I can identify the motivating factors behind the 3 main characters
1	Minimal	I can identify the motivating factors behind at least one character.
0	No Evidence	No evidence shown.

4. Rhetorical Analysis/Speech (25.00%)

Learning Targets

4.1 I can identify a clear central claim in a challenging piece of text/passage.

Learning Target	Descriptor	Definition
4	Proficient	I can identify a clear central claim in a challenging piece of text/passage.
3	Developing	I can identify a clear central claim in a challenging piece of text/passage
2	Basic	Basic I can identify a clear central claim in simple texts.
1	Minimal	I can define what a central claim is.
0	No Evidence	No evidence shown.

4.2 I can recognize/understand various rhetorical purposes in historical texts, and apply them to my own writing.

Learning Target	Descriptor	Definition
4	Proficient	I can recognize/understand various rhetorical purposes in historical texts, and apply them to my own writing.
3	Developing	I can recognize/understand various rhetorical purposes in historical texts
2	Basic	I can identify ethos, pathos, and logos in other's writing.
1	Minimal	I can define ethos, pathos, and logos.
0	No Evidence	No evidence shown.

4.3 I can take a stance on an issue and accurately/concisely defend my stance in front of my classmates.

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Learning Target	Descriptor	Definition
4	Proficient	I can take a stance on an issue and accurately/concisely defend my stance in front of my classmates.
3	Developing	I can use research to support my stance on an issue.
2	Basic	I can develop a stance on an issue.
1	Minimal	I can choose an issue to take a stance on.
0	No Evidence	No evidence shown.

4.4 I can plan/organize/write a speech implementing ethos, pathos, or logos.

Learning Target	Descriptor	Definition
4	Proficient	I can plan/organize/write a speech implementing ethos, pathos, or logos.
3	Developing	I can plan/organize/write a speech.
2	Basic	I can plan and outline a speech.
1	Minimal	I can plan a speech.
0	No Evidence	No evidence shown.

4.5 I can use various transitions in my speech to help organize and structure my argument.

Learning Target	Descriptor	Definition
4	Proficient	I can use various transitions in my speech to help organize and structure my argument.
3	Developing	I can include and prioritize transitions in my own speech.
2	Basic	I can identify transitions in other's writing.
1	Minimal	I can define transitions.
0	No Evidence	No evidence shown.

4.6 I can help my fellow students develop their own speeches/outline/writing through collaboration and workshop.

Learning Target	Descriptor	Definition
4	Proficient	I can help my fellow students develop their own speeches/outline/writing through collaboration and workshop.
3	Developing	I can identify areas of need and offer suggestions in my peer's writing through collaboration.

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Learning Target	Descriptor	Definition
2	Basic	I can identify areas of need in my peer's writing through collaboration.
1	Minimal	I can identify areas of need in my peer's writing on my own.
0	No Evidence	No evidence shown.

Submitted on 6/17/2019 by Alex Trinkner