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CW High School
English 12 A

1. **Reading and Writing Review (10.00%)**

Learning Targets

1.1 I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Learning Target	Descriptor	Definition
4	Proficient	I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3	Developing	I can identify possible themes of a text and summarize supporting details and ideas.
2	Basic	I can identify an idea or theme and give some supporting details.
1	Minimal	I can summarize a text and give some supporting details.
0	No Evidence	No evidence shown.

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

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 to describe experiences or events with some details and structure.
2	Basic	I can write a story with a recognizable plot line and some development with details.
1	Minimal	I can write a story using appropriate language.
0	No Evidence	No evidence shown.

1.3 I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3	Developing	I can recognize most of the conventions of standard English grammar and usage when writing or speaking.
2	Basic	I can recognize some of the conventions of standard English grammar and usage when writing or speaking.
1	Minimal	I can recognize very few of the conventions of standard English grammar and usage when writing or speaking.
0	No Evidence	No evidence shown.

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4 I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Developing	I can recognize most of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Basic	I can recognize some of the conventions of standard English capitalization, punctuation, and spelling when writing.
1	Minimal	I can recognize very few of the conventions of standard English capitalization, punctuation, and spelling when writing.
0	No Evidence	No evidence shown.

2. Technical Writing Skills (15.00%)

Learning Targets

2.1 I can write informative/explanatory texts to examine and convey complex ideas 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 and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Developing	I can write informative/explanatory texts to examine and convey basic ideas and information through the selection, organization, and analysis of content.
2	Basic	I can write informative/explanatory texts to convey ideas and information through the some selection, organization, and analysis of content.
1	Minimal	I can write informative/explanatory texts to report ideas and information with little display of selection, organization, and analysis of content.
0	No Evidence	No evidence shown.

2.2 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 in which the development, organization, and style are appropriate to task, purpose, and audience.
2	Basic	I can produce writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience.

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Learning Target	Descriptor	Definition
1	Minimal	I can produce writing which attempts to use development, organization, and style for the appropriate to task.
0	No Evidence	No evidence shown.

2.3 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 and strengthen writing as needed by planning, revising, editing, and rewriting.
2	Basic	I can develop my writing as needed by proofreading and editing.
1	Minimal	I can improve my writing by proofreading.
0	No Evidence	No evidence shown.

2.4 I can apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style.

Learning Target	Descriptor	Definition
4	Proficient	I can apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning or style.
3	Developing	I can apply knowledge of language to understand how language functions in certain contexts and to make basic choices for meaning or style.
2	Basic	I can understand how language functions in some contexts and make choices that affect meaning or style.
1	Minimal	I can understand how language functions in context.
0	No Evidence	No evidence shown.

3. **Critical Thinking and Cultural Criticism (15.00%)**

Learning Targets

3.1 I can analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Learning Target	Descriptor	Definition
3	Developing	I can summarize how and why individuals, events, and ideas develop and interact over the course of a text.
2	Basic	I can discuss plot and characterization over the course of a text.
1	Minimal	I can identify story elements over the course of a text.
0	No Evidence	No evidence shown.

3.2 I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

Learning Target	Descriptor	Definition
4	Proficient	I can interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
3	Developing	I can identify words and phrase used in a text which have challenging technical, connotative, and figurative meanings, and discuss their impact on meaning or tone.
2	Basic	I can identify words and phrases used in a text which have figurative meaning and offer a personal opinion on how they affect tone or meaning.
1	Minimal	I can identify words and phrases used in a text which have non-literal meaning.
0	No Evidence	No evidence shown.

3.3 I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3	Developing	I can evaluate the argument of a text, including the sufficiency of the evidence.
2	Basic	I can identify the argument in a text, and discuss the evidence.
1	Minimal	I can identify the main idea of a text and summarize supporting details.
0	No Evidence	No evidence shown.

3.4 I can analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Learning Target	Descriptor	Definition
4	Proficient	I can analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
3	Developing	I can compare and contrast how two or more texts address similar themes or topics in order to build knowledge.
2	Basic	I can discuss how two or more texts address similar themes.
1	Minimal	I can summarize two or more texts which address similar themes.
0	No Evidence	No evidence shown.

3.5 I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3	Developing	I can write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
2	Basic	I can write arguments to support claims, using reasoning and evidence.
1	Minimal	I can write arguments, using evidence.
0	No Evidence	No evidence shown.

4. **Research Paper (50.00%)**

Learning Targets

4.1 I can integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Learning Target	Descriptor	Definition
4	Proficient	I can integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
3	Developing	I can integrate and evaluate content presented from different formats and media, including visually and quantitatively, as well as in words.
2	Basic	I can collect and present content from different formats and media, as well as in words.
1	Minimal	I can collect content presented in diverse formats and media, as well as in words.
0	No Evidence	No evidence shown.

4.2 I can conduct sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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Learning Target	Descriptor	Definition
4	Proficient	I can conduct sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
3	Developing	I can conduct sustained research projects, demonstrating some understanding of the subject under investigation.
2	Basic	I can conduct sustained research projects based on focused questions.
1	Minimal	I can conduct research projects.
0	No Evidence	No evidence shown.

4.3 I can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Learning Target	Descriptor	Definition
4	Proficient	I can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3	Developing	I can gather relevant information from multiple print and digital sources, summarize each source, and integrate the information while avoiding plagiarism.
2	Basic	I can gather information from multiple print and digital sources and integrate the information while avoiding plagiarism.
1	Minimal	I can gather information from multiple print and digital sources while avoiding plagiarism.
0	No Evidence	No evidence shown.

4.4 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 and strengthen writing as needed by revising, editing, rewriting.
2	Basic	I can proofread and edit my writing, eliminating writing errors.
1	Minimal	I can proofread my writing.
0	No Evidence	No evidence shown.

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

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

4.6 I can create a research paper which meets the requirements of at least 8 pages and 1,500 words which is well organized, includes a discussion of concepts and facts which offer significant information to the audience.

Learning Target	Descriptor	Definition
4	Proficient	I can create a research paper which meets the requirements of at least 8 pages and 1,500 words which is well organized, includes a discussion of concepts and facts which offer significant information to the audience.
3	Developing	I can create a research paper which meets the requirements of at least 8 pages and 1,500 words which is well organized, includes a discussion of concepts and facts which offer information to the audience.
2	Basic	I can create a research paper which meets the requirements of at least 8 pages and 1,500 words which includes a discussion of concepts and facts which offer information to the audience.
1	Minimal	I can create a research paper which meets the requirements of at least 8 pages and 1,500 words.
0	No Evidence	No evidence shown.

4.7 I can compose a final text with few to no errors in grammar and usage.

Learning Target	Descriptor	Definition
4	Proficient	I can compose a final text with few to no errors in grammar and usage.
3	Developing	I can compose a final text with some non-repetitive errors in grammar and usage.
2	Basic	I can compose a final text with several errors in grammar and usage, but general understanding is not affected.
1	Minimal	I can compose a final text with several errors in grammar and usage, that affect general understanding.
0	No Evidence	No evidence shown.

4.8 I can compose a text with few to no errors in capitalization, punctuation, and spelling.

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Learning Target	Descriptor	Definition
4	Proficient	I can compose a text with few to no errors in capitalization, punctuation, and spelling.
3	Developing	I can compose a text with some non-repetitive errors in capitalization, punctuation, and spelling.
2	Basic	I can compose a text with several errors in capitalization, punctuation, and spelling, but general understanding of the text is not affected.
1	Minimal	I can compose a text with several errors in capitalization, punctuation, and spelling, which affects the general understanding of the text.
0	No Evidence	No evidence shown.

5. Trimester Review and Transition (10.00%)

Learning Targets

5.1 I can draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Target	Descriptor	Definition
4	Proficient	I can draw evidence from literary or informational texts to support analysis, reflection, and research.
3	Developing	I can draw evidence from personal experience to support analysis, reflection, and research.
2	Basic	I can support analysis, reflection, and research.
1	Minimal	I can offer a personal opinion.
0	No Evidence	No evidence shown.

5.2 I can acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Learning Target	Descriptor	Definition
4	Proficient	I can acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
3	Developing	I can use accurately some general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
2	Basic	I can use accurately some general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the high school level.
1	Minimal	I can use some general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the high school level.
0	No Evidence	No evidence shown.

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5.3 I can compose a written response that demonstrates effective writing, precise word choice, clear sentence structure, and appropriate voice and tone. Few errors in grammar, usage, and mechanics may be present.

Learning Target	Descriptor	Definition
4	Proficient	I can compose a written response that demonstrates effective writing, precise word choice, clear sentence structure, and appropriate voice and tone. Few errors in grammar, usage, and mechanics may be present.
3	Developing	I can compose a written response that demonstrates clear writing, with good word choice, sound sentence structure, clear voice and tone, and few errors in grammar, usage, and mechanics.
2	Basic	I can compose a written response that demonstrates some writing ability with appropriate language, sentence structure, and tone. Some errors in grammar, usage, and mechanics.
1	Minimal	I can compose a written response that demonstrates an understanding of writing, but lacks appropriate language, voice, and sentence structure. Many errors in grammar, usage, and mechanics.
0	No Evidence	No evidence shown.

Submitted on 7/26/2021 by Mark Rykal