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CW High School

English 12 B

1. Senior Project (30.00%)

Learning Targets

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

1.2 I can apply the writing process along with critical thinking skills to develop and create a project that shows effort, understanding, and growth.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 4 | Proficient | I can apply the writing process along with critical thinking skills to develop and create a project that shows effort, understanding, and growth. |
| 3 | Developing | I can develop and create a project which displays my writing skills and shows effort. |
| 2 | Basic | I can develop and create a project over a period of time which includes writing and is meaningful to me. |
| 1 | Minimal | I can create a project that relates to an interest. |
| 0 | No Evidence | No evidence shown. |

1.3 I can integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to create a meaningful product.

| Learning Target | Descriptor | Definition |
|-----------------|------------|--|
| 4 | Proficient | I can integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to create a meaningful product. |
| 3 | Developing | I can integrate multiple sources of information presented in different media or formats in order to create a project. |
| 2 | Basic | I can create a project using personal perspective and experience. |
| 1 | Minimal | I can create a project. |



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| Learning Target | Descriptor | Definition |
|-----------------|-------------|--------------------|
| 0 | No Evidence | No evidence shown. |

1.4 I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|--|
| 4 | Proficient | I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 3 | Developing | I can develop and strengthen writing by planning, revising, and editing, focusing on addressing what is most important for a specific purpose. |
| 2 | Basic | I can develop and strengthen writing as needed by revising and editing, focusing on what is needed for a specific audience. |
| 1 | Minimal | I can develop and strengthen writing by revising. |
| 0 | No Evidence | No evidence shown. |

1.5 I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 4 | Proficient | I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 3 | Developing | I can write routinely over extended time frames (for research, reflection, or revision) and shorter time frames for some tasks and purposes. |
| 2 | Basic | I can write over shorter time periods for some tasks. |
| 1 | Minimal | I can write over shorter time periods for a single purpose. |
| 0 | No Evidence | No evidence shown. |



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2. The Importance of Public Speaking (20.00%)

Learning Targets

2.1 I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 4 | Proficient | I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| 3 | Developing | I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| 2 | Basic | I can evaluate a speaker's point of view and reasoning. |
| 1 | Minimal | I can evaluate a speaker's point of view. |
| 0 | No Evidence | No evidence shown. |

2.2 I can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 4 | Proficient | I can adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| 3 | Developing | I can demonstrate a command of formal English when appropriate. |
| 2 | Basic | I can adapt speech to a variety of contexts and tasks. |
| 1 | Minimal | I can speak in front of people. |
| 0 | No Evidence | No evidence shown. |

3. Creating Quality Presentations (25.00%)

Learning Targets

3.1 I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

| Learning Target | Descriptor | Definition |
|-----------------|------------|---|
| 4 | Proficient | I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 3 | Developing | I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding. |



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| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 2 | Basic | I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to add interest. |
| 1 | Minimal | I can make strategic use of some digital media. |
| 0 | No Evidence | No evidence shown. |

3.2 I can present information and supporting evidence, conveying a clear perspective, with a line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, and style are appropriate to purpose, audience.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|--|
| 4 | Proficient | I can present information and supporting evidence, conveying a clear perspective, with a line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, and style are appropriate to purpose, audience. |
| 3 | Developing | I can present information and supporting evidence, conveying a perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose and audience. |
| 2 | Basic | I can present information, conveying a perspective, and the organization, is appropriate to purpose and audience. |
| 1 | Minimal | I can present information. |
| 0 | No Evidence | No evidence shown. |

3.3 I can integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|--|
| 4 | Proficient | I can integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 3 | Developing | I can integrate multiple source of information in order to make decisions and address problems, evaluating the credibility of each source. |
| 2 | Basic | I can integrate information to make decisions, evaluating the credibility of each source. |
| 1 | Minimal | I can use information to make decisions. |
| 0 | No Evidence | No evidence shown. |

4. Senior Portfolio Completion (25.00%)

Learning Targets



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4.1 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 using well-chosen details and well-structured event sequences. |
| 2 | Basic | I can write narratives using details and event sequences. |
| 1 | Minimal | I can write narratives. |
| 0 | No Evidence | No evidence shown. |

4.2 I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

| Learning Target | Descriptor | Definition |
|-----------------|-------------|---|
| 4 | Proficient | I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| 3 | Developing | I can apply knowledge of language to understand how language functions in specific contexts and to make choices for style. |
| 2 | Basic | I can apply knowledge of language to in some contexts and to make some choices for style. |
| 1 | Minimal | I can apply some knowledge of language to writing. |
| 0 | No Evidence | No evidence shown. |

4.3 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 demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 2 | Basic | I can demonstrate some knowledge of capitalization, punctuation, and spelling when writing. |
| 1 | Minimal | I can demonstrate some writing skills. |
| 0 | No Evidence | No evidence shown. |

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


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| 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 demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking. |
| 2 | Basic | I can demonstrate some knowledge of appropriate grammar and usage when writing or speaking. |
| 1 | Minimal | I can demonstrate some standard English when speaking. |
| 0 | No Evidence | No evidence shown. |

Submitted on 10/30/2019 by Mark Rykal