✎
Edit page

CW High School
English 9 B

1. **Novel Analysis**   (33.33%)

Learning Targets

1.1 **I can locate and explain the importance of specific details and characters in passages that I have read independently.**

Learning Target	Descriptor	Definition
4	Proficient	I can locate and explain the importance of specific details and characters in passages that I have read independently.
3	Developing	I can locate relevant information about a questioned detail from a reading passage, but not explain its necessity.
2	Basic	Having read a passage, I can independently recall and share information from a given piece of reading that may or may not be relevant to a specific question.
1	Minimal	I can share information from a given reading passage.
0	No Evidence	No evidence shown.

1.2 **I can draw logical conclusions from challenging reading passages.**

Learning Target	Descriptor	Definition
4	Proficient	I can draw logical conclusions from challenging reading passages.
3	Developing	I can question or openly discuss information shared in a challenging reading passage.
2	Basic	I can retell the information given, or story told, in a given reading passage.
1	Minimal	I can read challenging reading passages assigned.
0	No Evidence	No evidence shown.

1.3 **I can define and analyze a novel's plotline, point of view, setting, characterization, and social applications.**

Learning Target	Descriptor	Definition
4	Proficient	I can define and analyze a novel's plotline, point of view, setting, characterization, and social applications.
3	Developing	I can define a novel's plotline, detail its characters, explain its point of view and setting, but not make inferences or original analysis beyond the concrete information given.
2	Basic	I can define and analyze a novel's setting, point of view, and basic plotline.
1	Minimal	I can define a novel's setting, and point of view.
0	No Evidence	No evidence shown.

1.4 **I can define symbolism and explain examples and applications of symbols employed in reading passages.**

Edit page

Learning Target	Descriptor	Definition
4	Proficient	I can define symbolism and explain examples and applications of symbols employed in reading passages.
3	Developing	I can discover a symbol in my reading, but may not be able to fully explain its meaning or understand its relevance to the text or readers.
2	Basic	I can recognize a symbol in a novel, but may not be able to explain its meaning.
1	Minimal	I can define symbolism.
0	No Evidence	No evidence shown.

1.5 I can identify themes and motifs from within the text and explain how these themes may apply to my own life.

Learning Target	Descriptor	Definition
4	Proficient	I can identify themes and motifs from within the text and explain how these themes may apply to my own life.
3	Developing	I can identify a theme from this focus text, but may struggle to explain its meaning and application.
2	Basic	I can recognize a theme from this story when given, and work to explain its application to my own life.
1	Minimal	I can define theme and motif.
0	No Evidence	No evidence shown.

1.6 I can analyze how word choice shapes meaning or tone in a reading passage.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how word choice shapes meaning or tone in a reading passage.
3	Developing	I can discover examples of figurative language found within a reading passage, and make some connection to tone.
2	Basic	I can recognize examples of figurative language beyond minimal references, and label them accordingly.
1	Minimal	I can define simile, metaphor, and personification.
0	No Evidence	No evidence shown.

1.7 I can interpret given words as they are used in challenging reading passages, including defining and applying technical, connotative and/or figurative meanings.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret given words as they are used in challenging reading passages, including defining and applying technical, connotative and/or figurative meanings.
3	Developing	I can define, and apply appropriate and original usage of given vocabulary words.

✏️
Edit page

CW High School
English 9 B

Learning Target	Descriptor	Definition
2	Basic	I can define and explain usage of given words found in a challenging reading passage.
1	Minimal	I can define a majority of given vocabulary terms.
0	No Evidence	No evidence shown.

2. Analytical Essay (33.34%)

Learning Targets

2.1 I can correctly employ commas, colons and semicolons in test format, and original context.

Learning Target	Descriptor	Definition
4	Proficient	I can correctly employ commas, colons and semicolons in test format, and original context.
3	Developing	I can correctly place commas and colons into original sentences where needed.
2	Basic	I can correctly place commas into sentences where needed.
1	Minimal	I can recognize the need for punctuation in given sentences.
0	No Evidence	No evidence shown.

2.2 I can determine the need for conjunctions and punctuation to create logical links between clauses in the development of compound and complex sentences in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can determine the need for conjunctions and punctuation to create logical links between clauses in the development of compound and complex sentences in my writing.
3	Developing	I can create compound sentences, incorporating coordinating conjunctions with commas – but may struggle to create other complex or compound-complex options.
2	Basic	I can explain simple, compound, and complex sentences.
1	Minimal	I can define dependent and independent clauses.
0	No Evidence	No evidence shown.

2.3 I can summarize and/or paraphrase a variety of statements as they are used in more challenging passages, and incorporate these ideas into my original writing.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize and/or paraphrase a variety of statements as they are used in more challenging passages, and incorporate these ideas into my original writing.

✏️
Edit page

CW High School

English 9 B

Learning Target	Descriptor	Definition
3	Developing	I can directly quote applicable information from a text into my own.
2	Basic	I can pinpoint specific language within a text that is applicable to my own writing.
1	Minimal	I can read and comprehend an applicable and challenging text.
0	No Evidence	No evidence shown.

2.4 I can clearly explain in writing, analysis of a piece of literature, incorporating reliable evidence and elaborations in support of my thesis and personal connections.

Learning Target	Descriptor	Definition
4	Proficient	I can clearly explain in writing, analysis of a piece of literature, incorporating reliable evidence and elaborations in support of my thesis and personal connections.
3	Developing	I can analyze a piece of literature, attempting to incorporate evidence in support of my established thesis.
2	Basic	I can attempt to analyze a piece of literature, working to incorporate evidence from the text to support my personal thesis and connections.
1	Minimal	I can create a thesis that suggests a personal connection to a piece of literature.
0	No Evidence	No evidence shown.

2.5 I can create an organized, analytical essay, including a well-developed introduction and a conclusion, and accurate transitions connecting declared main ideas.

Learning Target	Descriptor	Definition
4	Proficient	I can create an organized, analytical essay, including a well-developed introduction and a conclusion, and accurate transitions connecting declared main ideas.
3	Developing	I can create three main ideas of true analysis, which support a thesis, but may be unable to clearly organize these ideas, or transition from one to another smoothly.
2	Basic	I can create three main ideas that coordinate with and support a developed thesis.
1	Minimal	I can string together several ideas that tie into the same topic.
0	No Evidence	No evidence shown.

2.6 I can incorporate a formal voice and academic vocabulary into a complete essay, demonstrating varied sentence structures to enhance meaning and style.

Learning Target	Descriptor	Definition

✏️

CW High School

English 9 B

Learning Target	Descriptor	Definition
4	Proficient	I can incorporate a formal voice and academic vocabulary into a complete essay, demonstrating varied sentence structures to enhance meaning and style.
3	Developing	I can incorporate a formal voice, but may struggle with academic vocabulary and phrasing incorporation.
2	Basic	I can demonstrate an effort to maintain a formal voice in my writing, but may not prove consistent in those efforts.
1	Minimal	I can define "formal " style and voice.
0	No Evidence	No evidence shown.

2.7 I can employ the writing process to communicate ideas clearly through appropriate use of MLA formatted English grammar, usage, and mechanics.

Learning Target	Descriptor	Definition
4	Proficient	I can employ the writing process to communicate ideas clearly through appropriate use of MLA formatted English grammar, usage, and mechanics.
3	Developing	I can rewrite and draft my writing to clearly communicate an idea, but may struggle with incorporation of proper English grammar and mechanics.
2	Basic	I can detail the writing process and attempt to follow it through to the completion of a well-written piece.
1	Minimal	I can attempt to explain standard English grammar applications when given specific
0	No Evidence	No evidence shown.

3. **Romeo and Juliet by William Shakespeare (33.33%)**

Learning Targets

3.1 I can interpret, or put into original modern words, sentences wherein the vocabulary is archaic or uncommon.

Learning Target	Descriptor	Definition
4	Proficient	I can interpret, or put into original modern words, sentences wherein the vocabulary is archaic or uncommon.
3	Developing	I can explain the meaning of several key words or phrases within a sentence or reading when the vocabulary is uncommon.
2	Basic	I can modify a word I am unfamiliar with based on the content of its given sentence.
1	Minimal	I can read or repeat the content of a sentence when the vocabulary is uncommon.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School

English 9 B

3.2 I can create an original visual presentation of accurate Shakespearean Era Culture.

Learning Target	Descriptor	Definition
4	Proficient	I can create an original visual presentation of accurate Shakespearean Era Culture.
3	Developing	I can create a visual presentation of my research with some accuracies.
2	Basic	I can incorporate research into an original visual representation of one element of Shakespeare's life.
1	Minimal	I can define the focus of my project and research.
0	No Evidence	No evidence shown.

3.3 I can analyze, and detail in mechanically sound writing, the Elizabethan Era's historical and cultural experiences via research of the time period.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze, and detail in mechanically sound writing, the Elizabethan Era's historical and cultural experiences via research of the time period.
3	Developing	I can briefly explain my understanding of Shakespeare and his life or cultural influences.
2	Basic	I can make inferences regarding Shakespeare and those living in his lifetime, and attempt to explain my analysis.
1	Minimal	I can research Shakespeare and his given time period, with the intentions of explaining information learned to my peers.
0	No Evidence	No evidence shown.

3.4 I can explain and analyze the characters of Romeo, Juliet, Nurse, Mercutio, Tybalt, Lord Capulet, Lady Capulet, Montague and Lady Montague, Benvolio, and Friar Laurence and trace their development and purpose to the plot.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and analyze the characters of Romeo, Juliet, Nurse, Mercutio, Tybalt, Lord Capulet, Lady Capulet, Montague and Lady Montague, Benvolio, and Friar Laurence and trace their development and purpose to the plot.
3	Developing	I can recognize and describe most or all of the characters from Shakespeare's play Romeo and Juliet, but may not be able to truly analyze their development and purpose within its plot.
2	Basic	I can recognize by name, and describe a variety of characters from the play Romeo and Juliet.
1	Minimal	I can recall and relay some basic character and plot information from the play.

✏️
Edit page

CW High School

English 9 B

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.5 I can define, recognize, and create in writing an original soliloquy which reveals a character's emotions and intentions clearly to an audience.

Learning Target	Descriptor	Definition
4	Proficient	I can define, recognize, and create in writing an original soliloquy which reveals a character's emotions and intentions clearly to an audience.
3	Developing	I can define a soliloquy, and attempt to write an original, but may struggle to create a speech that is both appealing to the ear, and revealing of emotions.
2	Basic	I can read and interpret a soliloquy, working to understand the characters emotions and intentions.
1	Minimal	I can define what a soliloquy is.
0	No Evidence	No evidence shown.

3.6 I can demonstrate knowledge of blank verse, poetic rhyme, and rhythm in the interpretation of Shakespeare and in the creation of an original piece of "poetry".

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate knowledge of blank verse, poetic rhyme, and rhythm in the interpretation of Shakespeare and in the creation of an original piece of "poetry".
3	Developing	I can define a couplet, and create consistent rhythm and rhyme patterns in an original piece of poetry, but may not develop a piece of writing that has real thematic nature, or idea understanding and relay.
2	Basic	I can define couplet vs. blank verse vs. prose.
1	Minimal	I can define recognize rhyme purpose in Shakespeare's play.
0	No Evidence	No evidence shown.

3.7 I can define and provide examples of multiple dramatic conventions including the aside, allusion, prologue, foil, setting and dramatic irony.

Learning Target	Descriptor	Definition
4	Proficient	I can define and provide examples of multiple dramatic conventions including the aside, allusion, prologue, foil, setting and dramatic irony.
3	Developing	I can define all of these literary elements, but may not be able to understand and explain examples of each.
2	Basic	I can define one or two of these literary elements, and explain examples of one or two from the play Romeo and Juliet.

✏️
Edit page

CW High School
English 9 B

Learning Target	Descriptor	Definition
1	Minimal	I can define the following: aside, allusion, or dramatic irony.
0	No Evidence	No evidence shown.

3.8 I can define and apply to my own life one theme from this play, and the lesson intended from Shakespeare.

Learning Target	Descriptor	Definition
4	Proficient	I can define and apply to my own life one theme from this play, and the lesson intended from Shakespeare.
3	Developing	I can define a theme from this play and explain how it is addressed therein, but may not be able to truly explain its application to my own life.
2	Basic	I can define a particular theme from Romeo and Juliet.
1	Minimal	I can define "theme".
0	No Evidence	No evidence shown.

Submitted on 2/3/2022 by Christie Sather