

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RI2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. *Reading Informational - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast two authors' development of multiple central ideas over the course of several texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine two or more central ideas of a text</p> <p><u>Learning Target 2:</u> Analyze the development of two or more central ideas, including how these central ideas interact and build on one another to provide a complex analysis</p> <p><u>Learning Target 3:</u> Provide an objective summary of the text</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> central idea, analyze, development, objective summary</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify multiple significant topics throughout the text</p> <p><u>Learning Target 3:</u> Identify relevant details that support the multiple significant topics throughout the text</p> <p><u>Learning Target 4:</u> Determine connections between ideas, events, or topics in the text</p> <p><u>Learning Target 5:</u> Determine key details and events throughout the text to include in an objective summary</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. *Reading Informational - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast how similar sets of complex ideas and/or complex sequence of events interact and develop over the course of multiple texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze a complex set of ideas and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p><u>Learning Target 2:</u> Analyze a complex sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> development, interact</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine significant individuals, ideas, or events in the text</p> <p><u>Learning Target 3:</u> Identify a complex set of ideas or sequence of events throughout the text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RI6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. *Reading Informational - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Evaluate the effectiveness of two different points of view in multiple texts analyzing how style and content contribute to the power, persuasiveness, or beauty of the texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective</p> <p><u>Learning Target 2:</u> Analyze how an author’s style and content effectively contributes to the power, persuasiveness, or beauty of the text.</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> appeals, author’s purpose, syllogism, fallacious reasoning, rhetoric, style</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify significant topics throughout the text</p> <p><u>Learning Target 3:</u> Identify an author’s feelings towards the topic or topics within the text</p> <p><u>Learning Target 4:</u> Identify specific stylistic elements used in the text</p> <p><u>Learning Target 5:</u> Identify significant content used in the text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RI8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses.) *Reading Informational - Integration of Knowledge and Ideas*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast two authors' reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles (e.g., in U.S. Supreme Court majority opinions and dissents)</p> <p><u>Learning Target 2:</u> Delineate and evaluate the reasoning in seminal U.S. texts, including the use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents)</p> <p><u>Learning Target 3:</u> Delineate and evaluate the reasoning in seminal U.S. texts, including the use of the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, the presidential addresses)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> delineate, constitutional principles, legal reasoning, premise, public advocacy, seminal U.S. texts, appeals, claim, counter-claim</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Recognize the application of constitutional principles in seminal U.S. texts</p> <p><u>Learning Target 3:</u> Recognize the use of legal reasoning in seminal U.S. texts</p> <p><u>Learning Target 4:</u> Recognize the premises, purposes, and arguments in works of public advocacy used in seminal U.S. texts</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RL2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. *Reading Literary - Key Ideas and Details*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast two authors' development of similar themes over the course of several texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine two or more themes of a text <u>Learning Target 2:</u> Analyze the development of two or more themes, including how they interact and build upon one another, over the course of the text <u>Learning Target 3:</u> Provide an objective summary of the text</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> theme, complex account, objective summary, universal</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine significant internal and/or external character conflicts throughout the text <u>Learning Target 3:</u> Determine the significance of settings in the text <u>Learning Target 4:</u> Determine significant plot developments throughout the course of the text <u>Learning Target 5:</u> Determine key details and events throughout the text to include in an objective summary</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). *Reading Literary - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Evaluate the effectiveness of an author's choices regarding how to develop and relate elements of a story or drama</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including where a story is set</p> <p><u>Learning Target 2:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the action is ordered</p> <p><u>Learning Target 3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the characters are introduced and developed</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> characterization, theme, plot, propel the action</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the characteristics of the setting(s) in the text (e.g., culture, historical period, geography, time, climate)</p> <p><u>Learning Target 3:</u> Determine significant actions in the text</p> <p><u>Learning Target 4:</u> Determine how characters respond to conflict or change through characters' words, thoughts, or actions in the text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) *Reading Literary - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast the impact of specific word choices on meaning and tone across multiple pieces of text with similar or different authors, time periods, and/or genre</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings <u>Learning Target 2:</u> Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> figurative meaning, connotative meaning, tone, sound devices, imagery, multiple-meaning words</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the tone of the text <u>Learning Target 3:</u> Identify words that contribute to meaning and tone</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RL5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. *Reading Literary - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast authors' choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact across several texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning</p> <p><u>Learning Target 2:</u> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its aesthetic impact</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> structure, comedic resolutions, tragic resolutions, aesthetic impact, poetic form</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify where the author chooses to begin or end a story</p> <p><u>Learning Target 3:</u> Determine the overall structure of the text (e.g., epistolary novel, frame narrative, in medias res)</p> <p><u>Learning Target 4:</u> Identify comedic and tragic resolution</p> <p><u>Learning Target 5:</u> Identify the devices used by the author to contribute to its aesthetic impact</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). *Reading Literary - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast authors' use of a case in which grasping point of view requires what is directly stated in a text from what is really meant across two texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> satire, sarcasm, irony, understatement, pun</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine a directly stated point of view in a text <u>Learning Target 3:</u> Identify examples of irony, sarcasm, or understatement in a text <u>Learning Target 4:</u> Explain the purpose of satire, sarcasm, irony, or understatement</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively introduce claim(s), acknowledge and counter opposing claim(s), and engage the audience <u>Learning Target 2:</u> Use an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence <u>Learning Target 3:</u> Use specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns <u>Learning Target 4:</u> Use words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) <u>Learning Target 5:</u> Use and maintain a formal style and objective tone that is appropriate for task, purpose, and audience <u>Learning Target 6:</u> Provide a strong concluding statement or section that follows from and supports the argument presented</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Clearly introduce claim(s) and attempt to acknowledge and counter opposing claim(s) <u>Learning Target 2:</u> Use an organizational strategy to present claim(s), reasons, and evidence <u>Learning Target 3:</u> Use multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns <u>Learning Target 4:</u> Use words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence <u>Learning Target 5:</u> Use an appropriate tone and style fairly consistently for task, purpose, and audience <u>Learning Target 6:</u> Provide a concluding statement or section that follows from the argument presented</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Attempt to introduce claim(s), but claim(s) may be unclear; make reference to opposing claim(s) <u>Learning Target 2:</u> Attempt to use an organizational structure, which may be formulaic <u>Learning Target 3:</u> Develop, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but show little awareness of the audience's knowledge or concerns <u>Learning Target 4:</u> Attempt to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak <u>Learning Target 5:</u> Attempt to use an appropriate tone and style not consistently appropriate for task, purpose, and audience <u>Learning Target 6:</u> Provide a weak concluding statement or section that may not follow the argument presented</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Writing - Text Types and Purpose*

	Proficiency Scale

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W2 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. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively introduce the topic and main idea(s) to be examined <u>Learning Target 2:</u> Use an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions <u>Learning Target 3:</u> Thoroughly develop the topic with well-chosen, relevant, and enough facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience <u>Learning Target 4:</u> Use appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas <u>Learning Target 5:</u> Effectively use precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic <u>Learning Target 6:</u> Establish and maintain a formal style and an objective tone <u>Learning Target 7:</u> Provide a strong concluding statement or section that logically follows from the ideas presented</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Introduce the topic and main idea(s) to be examined <u>Learning Target 2:</u> Use an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear <u>Learning Target 3:</u> Use a few pieces of relevant information from sources to develop topic <u>Learning Target 4:</u> Use some transitions to connect and clarify relationships among ideas, but relationships may not always be clear <u>Learning Target 5:</u> Use some precise language and domain-specific vocabulary to explain the topic <u>Learning Target 6:</u> Maintain a formal style and objective tone, for the most part <u>Learning Target 7:</u> Provide a concluding statement or section that follows from the ideas presented</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Attempt to introduce a topic or main idea <u>Learning Target 2:</u> Ineffectively organize ideas, concepts, and information <u>Learning Target 3:</u> Develop topic, sometimes unevenly, with little relevant information <u>Learning Target 4:</u> Attempt to link ideas and concepts, but cohesion is inconsistent <u>Learning Target 5:</u> Use limited precise language and/or domain-specific vocabulary to manage the topic <u>Learning Target 6:</u> Attempt to establish formal style and objective tone but struggle to maintain them <u>Learning Target 7:</u> Provide a weak concluding statement or section</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W2 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. *Writing - Text Types and Purpose*

	Proficiency Scale

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively establish a situation, one or more points of view, and introduce a narrator and/or characters <u>Learning Target 2:</u> Create a smooth progression of events <u>Learning Target 3:</u> Effectively use multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters <u>Learning Target 4:</u> Use a variety of techniques consistently to sequence events that build on one another <u>Learning Target 5:</u> Use precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events <u>Learning Target 6:</u> Provide a conclusion that follows from the narrated experiences or events <u>Learning Target 7:</u> Integrate ideas and details from source material effectively</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Establish a situation, a point of view, and introduce one or more characters <u>Learning Target 2:</u> Organize events in a clear, logical order <u>Learning Target 3:</u> Use narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters <u>Learning Target 4:</u> Use words and/or phrases to indicate sequence <u>Learning Target 5:</u> Use words, phrases, and details to convey a picture of the events <u>Learning Target 6:</u> Provide an appropriate conclusion <u>Learning Target 7:</u> Integrate some ideas and/or details from source material</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Introduce a vague situation and at least one character <u>Learning Target 2:</u> Organize events in a sequence but with some gaps or ambiguity <u>Learning Target 3:</u> Attempt to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters <u>Learning Target 4:</u> Inconsistently use occasional signal words to indicate sequence <u>Learning Target 5:</u> Inconsistently use some words or phrases to convey a picture of the events <u>Learning Target 6:</u> Provide a weak or ambiguous conclusion <u>Learning Target 7:</u> Attempt to integrate ideas or details from source material</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

American Literature & Composition Learning Map

Prioritized Standard: ELAGSE11-12W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Writing - Text Types and Purpose*

	Proficiency Scale