

Human Nature & Early American Literature Learning Scale

Course:	English 3P: American Literature	Quarter:	1
Unit of Study:	Conduct short research projects to answer a question (including a self-generating question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
EMS:	Write an essay that evaluates how EARLY AMERICAN artists and author's effectively use ethos, pathos, and/or logos to communicate and support and their ideas about HUMAN NATURE across genres.		
Topic:	HUMAN NATURE IN EARLY AMERICAN WRITING		
Score	Description	Learning Goal	
5	In addition to exhibiting level-4 performance, in-depth inferences and applications that go BEYOND what was taught in class.	Student can meet the target goal and in addition to this, integrate <u>independent reading and research on the assigned topic.</u> ATTACH INDEPENDENT READING WITH ANNOTATIONS.	
4 Target Goal	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.	Student provides evidence of understanding EARLY AMERICAN WRITING, reading comprehension and writing skills through a properly formatted essay that analyzes the effect of rhetorical strategies and devices (ethos, pathos, logos) to support central claim and purpose . Evidence of MASTERY is demonstrated through the following: <ul style="list-style-type: none"> • Thorough summary of selected texts. • Accurate identification of CENTRAL CLAIM or THEME in texts. • Clearly identifying and citing rhetorical devices & strategies used to develop claim. • Analysis of the effect of rhetorical devices. • Insightful commentary and response 	
3	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more COMPLEX ideas and processes.	Student provides evidence of reading comprehension and writing skills through a properly formatted essay that analyzes the effect of rhetorical strategies and devices (ethos, pathos, logos) to support central claim and purpose . Evidence of MASTERY is <u>missing</u> at least two of the following requirements. <ul style="list-style-type: none"> • Thorough summary of selected texts. • Accurate identification of CENTRAL CLAIM or THEME in UNIT texts. • Clearly identifying and citing rhetorical devices & strategies used to develop claim. • Analysis of the effect of rhetorical devices. • Insightful commentary and response 	
2	With HELP, a partial knowledge of some of the simpler and complex details and processes (score 3 & 4).	Student provides evidence of knowledge and skills through an response essay using MLA format that describes EARLY AMERICAN WRITING and HUMAN NATURE but the essay reveals misunderstanding of the texts studied in the unit, and/or the work sample is missing accurate supportive evidence.	
1	Even with help, no understanding or skill demonstrated.	Student does not understand the assigned readings or prompt provided.	