**Human Nature & Early American Literature Learning Scale**

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| **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 **independent reading and research on the assigned topic**. 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 WRIITNG, 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:   * 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 missing at least two of the following requirements.**   * 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.** | | |