

## Coming to America Learning Scale

<b>Course:</b>	English 3P Honors: American Literature	<b>Quarter:</b>	1
<b>Unit of Study:</b>	Students will be able to analyze various types of texts to develop an argument about how immigration changed America and the lives of those who settled here.		
<b>EMS:</b>	Use texts in this collection to write an argument that persuades readers to agree with your claim about how immigration changed America and the lives of those who settled here.		
<b>Topic:</b>	<b>COMING TO AMERICA</b>		

Score	Description	Learning Goal	Feedback
<b>5</b>	In addition to exhibiting level-4 performance, in-depth inferences and applications that go BEYOND what was taught in class.	Student can meet the <b>target goal</b> and in addition to this, integrate <b><u>independent reading and research on the assigned topic.</u></b>	
<b>4</b> Target Goal	<b>No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.</b>	Student provides evidence of understanding of unit texts, reading comprehension and writing skills through a properly formatted essay that analyzes rhetorical strategies and devices to support central <b>claim</b> and <b>purpose</b> . Evidence of MASTERY is demonstrated through the following: <ul style="list-style-type: none"> <li>• Thorough <b>summary</b> of selected texts.</li> <li>• Accurate identification of <b>CENTRAL CLAIM</b> or <b>THEME</b> in texts.</li> <li>• Clearly identifying and citing <b>rhetorical devices &amp; strategies</b> used to develop <b>claim</b>.</li> <li>• Analysis of the <b>effect of rhetorical devices</b>.</li> <li>• Insightful <b>commentary</b> and response</li> </ul>	
<b>3</b>	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 understanding of unit texts, reading comprehension and writing skills through a properly formatted essay that analyzes rhetorical strategies and devices to support central <b>claim</b> and <b>purpose</b> . <b>Evidence of MASTERY is missing at least two of the following requirements.</b> <ul style="list-style-type: none"> <li>• Thorough <b>summary</b> of selected texts.</li> <li>• Accurate identification of <b>CENTRAL CLAIM</b> or <b>THEME</b> in UNIT texts.</li> <li>• Clearly identifying and citing <b>rhetorical devices &amp; strategies</b> used to develop <b>claim</b>.</li> <li>• Analysis of the <b>effect of rhetorical devices</b>.</li> <li>• Insightful <b>commentary</b> and response</li> </ul>	
<b>2</b>	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 of basic topic but <b>the essay reveals misunderstanding of the texts studied in the unit, and/or the work sample is missing accurate supportive evidence.</b>	
<b>1</b>	Even with help, no understanding or skill demonstrated.	<b>Student does not understand the assigned readings or prompt provided.</b>	

