

Areas of Curricular Competency	Levels of Achievement				Learning Goals Where to go from here
	A	B	C	I	
Reading	<ul style="list-style-type: none"> ➤ Can insightfully access information and ideas from a variety of sources and forms and effectively evaluate their relevance, accuracy and reliability. ➤ Shows strong use of variety of reading and listening strategies to comprehend a variety of written, oral, and visual text. ➤ Has a strong grasp of how different forms, structures, features of text reflect different purposes, audiences, and messages. ➤ Offers in-depth explanation of how poetic devices and literary elements contribute to meaning. ➤ Shows strong understanding of the role of personal, social, cultural context of texts. 	<ul style="list-style-type: none"> ➤ Can sufficiently access information and ideas from a variety of sources and forms and can evaluate their relevance, accuracy and reliability. ➤ Often uses a variety of reading and listening strategies to comprehend a variety of written, oral, and visual text. ➤ Has a grasp of how different forms, structures, features of text reflect different purposes, audiences, and messages. ➤ Offers sufficient explanation of how poetic devices and literary elements contribute to meaning. ➤ Shows a good understanding of the role of personal, social, cultural context of texts. 	<ul style="list-style-type: none"> ➤ Shows some ability to access information and ideas from a variety of sources and forms and can evaluate their relevance, accuracy and reliability. ➤ Inconsistently demonstrates reading and listening strategies to comprehend a variety of written, oral, and visual text. ➤ Has minimal grasp of how different forms, structures, features of text reflect different purposes, audiences, and messages. ➤ Provides some explanation of how poetic devices and literary elements contribute to meaning. ➤ Shows inconsistent understanding of the role of personal, social, cultural context of texts. 	<ul style="list-style-type: none"> ➤ Shows insufficient ability to access information and ideas from a variety of sources and forms and can evaluate their relevance, accuracy and reliability. ➤ Insufficiently demonstrates reading and listening strategies to comprehend a variety of written, oral, and visual text. ➤ Does not grasp how different forms, structures, features of text reflect different purposes, audiences, and messages. ➤ Provides inadequate explanation of how poetic devices and literary elements contribute to meaning. ➤ Does not understand the role of personal, social, cultural context of texts. 	
Evidence:					
Writing	<ul style="list-style-type: none"> ➤ Can thoughtfully think creatively, critically, and reflectively to explore ideas within, between, and beyond texts. ➤ Insightfully and critically reflects on one's own writing processes. ➤ Articulates clearly and thoroughly meaningful personal connections between self, text, and world. ➤ Effectively respond to text in personal, creative, and critical ways. ➤ Consistently able to use language purposefully in order to construct effective arguments. 	<ul style="list-style-type: none"> ➤ Can show evidence of thinking creatively, critically, and reflectively to explore ideas within, between, and beyond texts. ➤ Reflects on one's own writing processes. ➤ Articulates meaningful personal connections between self, text, and world. ➤ Responds to text in personal, creative, and critical ways. ➤ Consistently able to use language purposefully in order to construct effective arguments. 	<ul style="list-style-type: none"> ➤ Shows minimal evidence of thinking creatively, critically, and reflectively to explore ideas within, between, and beyond texts. ➤ Provides inconsistent demonstration of reflection on one's own writing processes. ➤ Articulates few meaningful personal connections between self, text, and world. ➤ Inconsistently responds to text in personal, creative, and critical ways. ➤ Developing the ability to use language purposefully in order to construct effective arguments. 	<ul style="list-style-type: none"> ➤ Shows insufficient evidence of thinking creatively, critically, and reflectively to explore ideas within, between, and beyond texts. ➤ Inadequate demonstration of reflection on one's own writing processes. ➤ No evidence of meaningful personal connections between self, text, and world. ➤ Does not respond to text in personal, creative, and critical ways. ➤ Does not demonstrate ability to use language purposefully in order to construct effective arguments. 	
Evidence:					
Oral Language (Speaking & Listening)	<ul style="list-style-type: none"> ➤ Consistently contributes to exchange of ideas and viewpoints to build shared understanding and extend thinking. ➤ Thoughtfully recognizes and appreciates 	<ul style="list-style-type: none"> ➤ Contributes somewhat to exchange of ideas and viewpoints to build shared understanding and extend thinking. ➤ Sufficiently recognizes and appreciates 	<ul style="list-style-type: none"> ➤ Contributes minimally to exchange of ideas and viewpoints to build shared understanding and extend thinking. ➤ Beginning to develop an appreciation of 	<ul style="list-style-type: none"> ➤ Does not contribute to exchange of ideas and viewpoints to build shared understanding and extend thinking. ➤ No appreciation of the role of story, 	

	<p>the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, and beliefs.</p> <ul style="list-style-type: none"> ➤ Has a strong grasp of how language can influence others. 	<p>the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, and beliefs.</p> <ul style="list-style-type: none"> ➤ Has a good grasp of how language can influence others. 	<p>the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, and beliefs.</p> <ul style="list-style-type: none"> ➤ Has minimal grasp of how language can influence others. 	<p>narrative, and oral tradition in expressing First Peoples perspectives, values, and beliefs is shown.</p> <ul style="list-style-type: none"> ➤ Inadequate grasp of how language can influence others. 	
Evidence:					
Critical and Historical Thinking	<ul style="list-style-type: none"> ➤ Has a strong grasp of the inquiry process: Can ask thoughtful questions; gather, interpret and fully analyze ideas in a thorough manner; can communicate findings in an insightful and interesting way; can connect to previous learning through metacognitive strategies. ➤ Offers relevant and thorough support when determining significance in a variety of sources and is able to effectively assess the significance of people, places, events, and developments of particular times and different places. ➤ Shows in-depth comprehension of different perspectives on people past and present, places, issues, and events. ➤ Shows thorough evidence of assessing credibility in sources. ➤ Shows awareness when making ethical judgements when studying past events and is able to effectively apply these lessons to the present. ➤ Has a strong grasp of factors that lead to particular decisions, actions, and events and thoroughly assess their consequences. ➤ Shows in-depth comprehension of key time periods and turning points in history. 	<ul style="list-style-type: none"> ➤ Mostly grasps the inquiry process: Can ask questions; gather, interpret and mostly analyze ideas; can communicate findings in a clear way; can somewhat connect to previous learning through some metacognitive strategies. ➤ Offers adequate support when determining significance in a variety of sources, and is able to effectively assess the significance of people, places, events, and developments of particular times and different places. ➤ Shows good comprehension of different perspectives on people past and present, places, issues, and events. ➤ Shows sufficient evidence of assessing credibility in sources. ➤ Shows developing awareness when making ethical judgements when studying past events and is able to effectively apply these lessons to the present. ➤ Has a grasp of factors that lead to particular decisions, actions, and events and assess their consequences. ➤ Shows sufficient comprehension of key time periods and turning points in history. 	<ul style="list-style-type: none"> ➤ Somewhat grasps the inquiry process: Can ask simple questions; gather, interpret and minimally analyze ideas; communicates findings in a simple/basic form; can minimally connect to previous learning through metacognitive strategies. ➤ Offers little support when determining significance in a variety of sources, and is able to partially assess the significance of people, places, events, and developments of particular times and different places. ➤ Shows uneven comprehension of different perspectives on people past and present, places, issues, and events. ➤ Shows minimal evidence of assessing credibility in sources. ➤ Shows partial awareness when making ethical judgements when studying past events and is able to sometimes apply these lessons to the present. ➤ Has a tenuous grasp of factors that lead to particular decisions, actions, and events and assess their consequences. ➤ Shows developing comprehension of key time periods and turning points in history. 	<ul style="list-style-type: none"> ➤ Does not grasp the inquiry process. Does not ask questions that extend thinking. Cannot gather, interpret, or analyze ideas. Does not communicate findings or connect to previous learning. ➤ Offers insufficient support when determining significance in a variety of sources, and is not able to assess the significance of people, places, events, and developments of particular times and different places. ➤ Shows little comprehension of different perspectives on people past and present, places, issues, and events. ➤ Shows inadequate evidence of assessing credibility in sources. ➤ Is not awareness of ethical judgements when studying past events and does not understand how to apply these lessons to the present. ➤ Has an inadequate grasp of factors that lead to particular decisions, actions, and events and assess their consequences. ➤ Unable to show comprehension of key time periods and turning points in history. 	
Evidence:					
Teacher Comments:					Ms. Marina Brewer Signature: _____