

Learning Target Matrix: Public Speaking

(CCSS.ELA-LITERACY.SL.6.4, 6.5, 6.6)

Learning Targets	4 Student shows insightful evidence of understanding the learning target independently.	3 Student shows evidence of accurately understanding the learning target independently.	2 Student shows some evidence of accurately understanding the learning target with support.	1 Student shows little evidence of understanding the learning target.	NB Student shows no evidence of understanding the learning target.	Evidence to support student self-assessment for understanding the learning target. List the activity/assignment/experiment you used to determine the depth of knowledge.
I can present my claim and reasons using key descriptions, facts, and details to focus attention on the main idea or theme.						
I can sequence my ideas in a logical way.						
I can use appropriate eye contact with the entire audience during my presentation.						
I can speak loudly enough to be heard without speaking too loudly.						
I can pronounce words clearly.						
I can include multimedia and visuals in my presentation (images, music, sound, video clips, graphs/tables, etc.) to clarify my information.						
I can use formal English including good grammar when presenting my information.						
STARR Target: _____						

***Speech must be at least 2 minutes to receive a score.

Learning Target Matrix: Narrative Writing

(CCSS.ELA-LITERACY.W.6.3)

Learning Targets	4 Student shows insightful evidence of understanding the learning target independently.	3 Student shows evidence of accurately understanding the learning target independently.	2 Student shows some evidence of accurately understanding the learning target with support.	1 Student shows little evidence of understanding the learning target.	NB Student shows no evidence of understanding the learning target.	Evidence to support student self-assessment for understanding the learning target. List the activity/assignment/experiment you used to determine the depth of knowledge.
I can engage the reader by introducing a narrator and/or characters.						
I can organize an event sequence that progresses naturally and logically.						
I can demonstrate narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.						
I can use a variety of transition words, phrases, and clauses to demonstrate sequence and signal shifts from one time frame or setting to another.						
I can use creative word choice, descriptive details, and sensory language to describe experiences and events.						
I can provide a conclusion that wraps up the narrated experiences or events in a way that makes sense.						
I can use conventions of writing correctly including capitalization, punctuation, grammar, and spelling.						
STARR Target: _____						

Learning Target Matrix: Argumentative Writing

(CCSS.ELA-LITERACY.W.6.1)

<p>Learning Targets</p> <p>*A bibliography is required.</p>	<p>4 Student shows insightful evidence of understanding the learning target independently.</p>	<p>3 Student shows evidence of accurately understanding the learning target independently.</p>	<p>2 Student shows some evidence of accurately understanding the learning target with support.</p>	<p>1 Student shows little evidence of understanding the learning target.</p>	<p>NB Student shows no evidence of understanding the learning target.</p>	<p>Evidence to support student self-assessment for understanding the learning target. List the activity/assignment/experiment you used to determine the depth of knowledge.</p>
I can introduce my claim and organize the reasons and evidence clearly.						
I can support my claim with clear reasons and relevant evidence, using credible sources.						
I can use words, phrases, and clauses to clearly show how the claim and reasons are connected.						
I can create a formal style of writing and keep it going throughout the entire piece.						
I can provide a reflective conclusion for the argument presented.						
I can use conventions of writing correctly including capitalization, punctuation, grammar, and spelling.						
STARR Target: _____						

Learning Target Matrix: Informative/Explanatory Writing

(CCSS.ELA-LITERACY.W.6.2)

<p>Learning Targets</p> <p>*A bibliography is required.</p>	<p>4 Student shows insightful evidence of understanding the learning target independently.</p>	<p>3 Student shows evidence of accurately understanding the learning target independently.</p>	<p>2 Student shows some evidence of accurately understanding the learning target with support.</p>	<p>1 Student shows little evidence of understanding the learning target.</p>	<p>NB Student shows no evidence of understanding the learning target.</p>	<p>Evidence to support student self-assessment for understanding the learning target. List the activity/assignment/experiment you used to determine the depth of knowledge.</p>
I can write an engaging introduction to a topic that will inform readers.						
I can organize my ideas and information by selecting a text structure such as compare and contrast, cause and effect, description, problem and solution, or chronological-sequential.						
I can use formatting (text features), graphics (charts/tables), and multimedia to help my reader understand my topic better.						
I can explain the topic with meaningful facts, definitions, specific details, quotations, or other information and examples.						
I can use appropriate transitions to connect one idea and concept to another.						
I can use good word choices and vocabulary specific to the topic in order to inform and/or explain the subject.						
I can create a formal style of writing and keep it going throughout the entire piece.						
I can provide a reflective conclusion for the information or explanation presented.						
I can use conventions of writing correctly including capitalization, punctuation, grammar, and spelling.						
STARR Target: _____						