**A Christmas Carol- Learning Targets**

**Self Reflection**

**Name:**

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| **Learning Target** | **Evidence (2-3 examples)** | **Exceeds** | **Proficient** | **Approaching** | **Does not Meet** |
| I can cite textual evidence |  | Textual evidence is used to analyze the text | Textual evidence is used to support points | Some textual evidence is used sporadically | Textual evidence is not used |
| I can find appropriate textual evidence to support my analysis |  | Several pieces of evidence from multiple places in the text is used to support analysis and connect ideas | Textual evidence supports written analysis of text | Textual evidence somewhat supports analysis of the text | Textual evidence is not used to support analysis |
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| I can determine a theme or central idea |  | Multiple themes are tracked with multiple supporting details from text | Themes are identified with some supporting details from the text | Themes are identified but lack supporting detail | Themes are not identified in the text |
| I can objectively summarize the text |  | Summaries use specific detail from the text | Summaries include detail from the text | Summaries include some detail from the text | Summaries are missing significant pieces of the text |
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| I can analyze differences between a film or live production and a text |  | Analysis includes sophisticated comparisons between the text and live or filmed versions | Analysis includes specific comparisons between the text and live or filmed versions | Analysis is missing comparisons between the text and live or filmed versions | Analysis lacks comparison of differences |
| I can evaluate a director and actor’s choices |  | Evaluation includes multiple specific examples of directors and actors choices | Evaluation includes examples of director’s and actor’s choices | Evaluation includes either actor’s or director’s choice | Evaluation is missing director and actor’s choices |
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| I can determine the meaning of a word using context clues |  | Multiple textual clues are used from the text | Textual clues are used from the text | Only one textual clue is used from the text | Textual clues are missing |
| I can use a word’s position or function in a sentence for meaning |  | Meaning of the word is detailed – relying specifically on the textual clues | Meaning of the word is defined using the textual clues | Meaning does not rely fully on textual clues (dictionary definitions are used) | Meaning does not reflect any textual clues |
|  |  |  |  |  |  |
| I can refer to evidence in discussions |  | Specific textual evidence is shared when answering questions | Evidence is shared during discussions | Evidence may be referred to but is not specific | No evidence is used during discussions |
| I can come to discussions prepared |  | Reading is completed in a way that the student easily shares and discuses events from the text | Reading is completed and understood every time | Some of the reading is completed, but there may be occasions when not fully done | Reading is not completed on time for discussions |

Self Reflection: In looking at the above learning targets, which ones do you still need to focus on this year? Which ones do you feel strongly that you have mastered and therefore could be considered an expert?