*Hamlet* Deception Chart Act II Student Name:

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| --- | --- | --- |
| **King Claudius and Queen Gertrude** | **Polonius/Claudius** | **Polonius/Reynaldo** |
| Against:  | Against: | Against: |
| Bait: | Bait: | Bait: |
| Summary of deception plan in my own words: | Summary of deception plan in my own words: | Summary of deception plan in my own words: |
| Text words that explain deception plan:Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Text words that explain deception plan:Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Text words that explain deception plan:Lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Factors that could cause the plan to fail: | Factors that could cause the plan to fail: | Factors that could cause the plan to fail: |
| Effect, result, aftermath if the plan **succeeds**: | Effect, result, aftermath if the plan **succeeds**: | Effect, result, aftermath if the plan **succeeds**: |
| Effect, result, aftermath if the plan **fails**:  | Effect, result, aftermath if the plan **fails:**  | Effect, result, aftermath if the plan **fails**:  |
| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| **Comprehend** and explain the **literal** main ideas & details & **cite text** **evidence** | **I can** insightfully explain author’s meaning byciting text evidenceaccurately beyond teacher’s expectations. | **I can** plainly explain the author’s meaning by citing text evidencerelatively accurately &consistently. | **I can** just mention the author’s meaning byciting text evidencesomewhat accurately and somewhat consistently. | **I struggle to** identify theauthor’s meaning byciting text evidence.I have some inaccuracies and/or **need teacher** **assistance.** |
| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | **I can** use an abundance of evidence that is reliable, specific, relevant, unbiased & directly proves my claimbeyond teacher expectations.  | **I can** use a supply of evidence that is respectable, specific, useful, unbiased and supports my claim. I do this consistently for every argument/reason.  | **Some evidence I used** **is helpful,** relevant, unbiased and works to clarify my claim. I am sometimes inconsistent or inaccurate with my claim evidence. | **I used little to no evidence;** it is unreliable, vague, irrelevant, biased, plagiarizedand/or doesn’t directly clarify my claim. **I require** **teacher help to show** **evidence for arguments.** |
| **Hamlet**  |
| Against:  |
| Bait:  |
| Summary of deception plan in my own words: |
| Text words that explain deception plan: |
| Factors that could cause the plan to fail: |
| Effect, result, aftermath if the plan **succeeds**: |
| Effect, result, aftermath if the plan **fails**:  |

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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Make **inferences** while reading fiction & nonfiction | **I can insightfully** **explain** **all examples** of inferences **accurately** **beyond expectations.** | **I can plainly explain** **several examples** ofinferences **relatively** **accurately & consistently.** | **I can mention some** **examples** of inferences **somewhat** **accurately and somewhat consistently.** | **I can partially identify** **a few examples** ofinferences with **some inaccuracies & teacher help.** |

**Example of a 3.0 score with feedback**

