

Proficiency Scales

English 9-10
High School
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

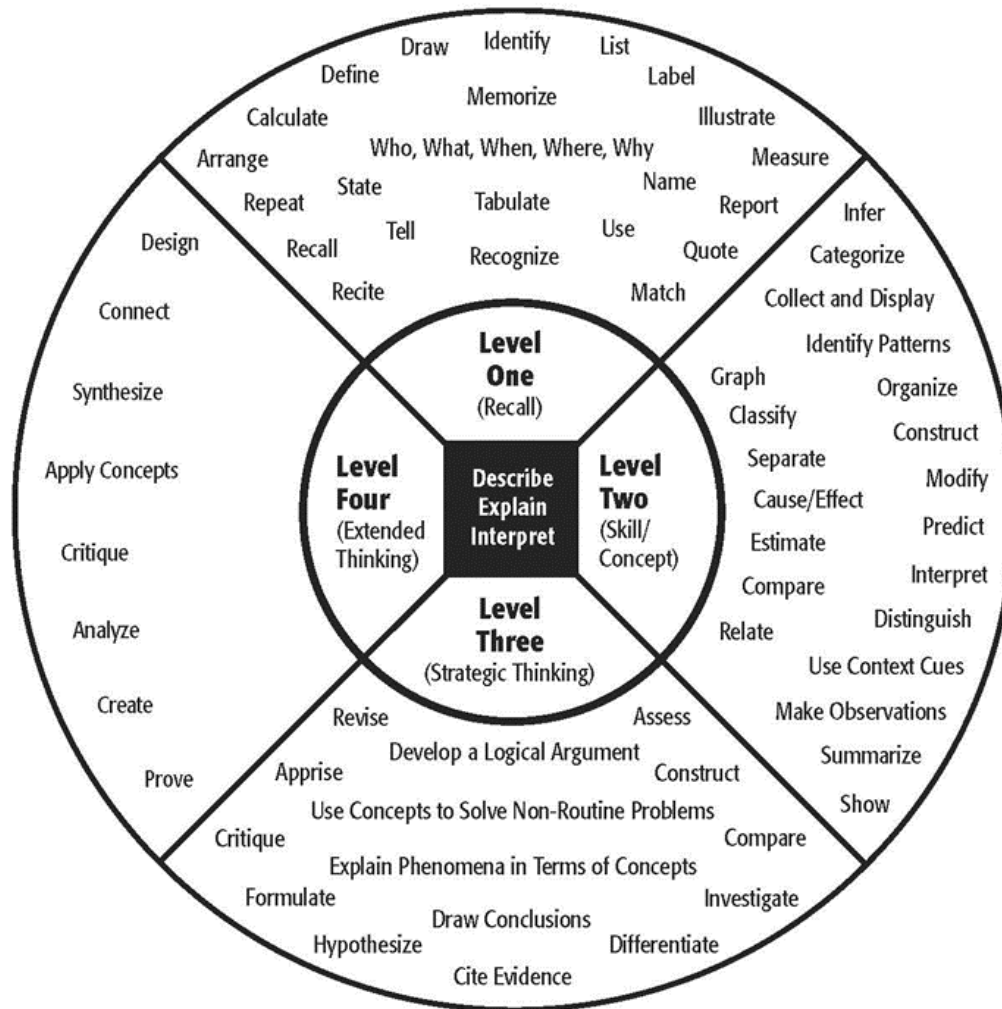
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

CAPACITIES OF THE LITERATE INDIVIDUAL

- Demonstrates independence
- Builds strong content knowledge
- Responds to the varying demands of audience, task, purpose, and discipline
- Comprehends as well as critiques
- Values evidence
- Uses technology and digital media strategically and capably
- Comes to understand other perspectives and cultures

Southwestern Union Conference Secondary English Committee

Marklynn Bazy — Ozark Adventist Academy

Katelyn Burnett — Burton Adventist Academy

Chanda Castaneda — Sandia View Academy

Sebastian Castillo — South Texas Christian Academy

Becky Clark — North Dallas Adventist Academy

Karen Ortiz — Houston Adventist Academy



English Domains and Corresponding P-Scales

Reading

Questioning, Inference, and Interpretation
Themes and Central Ideas
Story Elements
Word Impact and Use
Contextual Vocabulary
Plot Structures and Textual Features
Author's Purpose and Perspective
Visual/Auditory Media and Information Sources
Argument and Reasoning

Writing

Argumentative
Informative/Explanatory
Narrative
Task, Purpose, and Audience
Revise and Edit
Technology
Research and Organize Information

Speaking and Listening

Collaborative Discussions
Evaluate Presented Information
Speech Preparation and Delivery

Language

Grammar
Capitalization and Punctuation
Spelling
Language Conventions
Context Clues
Reference Materials



Course Focus: Apply the following to each content standard and proficiency scale

- LA.9.1 LA.10.1.- Identify SDA Christian principles and values in correlation with language arts.
- LA.9.1.1 LA.10.1.1- Broaden intellectual abilities through the study of God's Word.
- LA.9.1.2 LA.10.1.2- Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.9.1.3 LA.10.1.3- Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.9.1.4 LA.10.1.4- Value God's inspired writings and created works as sources of His revelation.
- LA.9.1.5 LA.10.1.5- Make Biblically-based choices when encountering all forms of media communication.
- LA.9.1.6 LA.10.1.6- Employ Christian principles as a basis for appreciation and expression.



Title: Questioning, Inference, and Interpretation		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.5.3 Write with appropriate creativity, style, tone, and point of view while avoiding plagiarism. LA.9.4.5 Show understanding by summarizing, asking questions, and recalling information <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.10.4.3 Compare and contrast personal life experiences to literature information. LA.10.4.5 Show understanding by summarizing, asking questions, and recalling information 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <p>Cite textual evidence to support analysis of what a grade-appropriate text says explicitly as well as to support questions and inferences drawn from the text to make relevant interpretations</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analysis, cite, explicit, inference, logical, support, text, textual evidence, interpretation</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe what a grade-appropriate text says explicitly and draw logical inferences 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Themes and Central Ideas		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.4.5 Show understanding by summarizing, asking questions, and recalling information LA.9.4.2 Define, recognize, and analyze the theme. <p>Standard:</p> <ul style="list-style-type: none"> LA.10.1.5 Show understanding by summarizing, asking questions, and recalling LA.10.4.4 Identify and discuss values in literature (spiritual, global, cultural, etc.). 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the development of a theme or central idea over the course of grade-appropriate text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the central ideas of a grade-appropriate text 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analyze, central idea, development, emerge, objective, refine, shape, summarize, summary, text, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Determine a theme or central idea of a grade-appropriate text Summarize a grade-appropriate text using a teacher-provided graphic organizer 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Title: Story Elements		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.4.1 Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration). 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <p>Analyze how complex characters, setting, plot, and conflict, (for example, those with multiple or conflicting motivations) develop over the course of a grade-appropriate text, and advance the plot or develop the theme.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analyze, complex, character, conflict, develop, interact, motivation, plot, text, theme, setting</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the characters in a grade-appropriate text 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Word Impact and Use	Grade: 9-10
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Standard:

- LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view
- LA.9.4.3 Define and identify literary devices

Standard:

- LA.10.4.1 Identify and use Literary devices (Flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).
- LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Analyze the impact of specific word choices on meaning and tone in a grade-appropriate text, (for example, how the language evokes a sense of time and place; how it sets a formal or informal tone) ● Analyze the impact of figures of speech (for example, euphemism, oxymoron) in a grade-appropriate text ● Analyze nuances in the meanings of words with similar denotations in a grade-appropriate text 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Analyze, connotative, cumulative, denotation, euphemism, evoke, figurative, figure of speech, formal tone, impact, informal tone, interpret, language, meaning, nuance, oxymoron, place, role, similar, text, time, tone</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Identify specific words that impact meaning and tone in a grade-appropriate text ● Interpret figures of speech (for example, euphemism, oxymoron) in context in a grade-appropriate text ● Determine the meaning of words and phrases as they are used in a grade-appropriate text, including figurative and connotative meanings 	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Contextual Vocabulary		Grade: 9-10
Standard: <ul style="list-style-type: none"> LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) Standard: <ul style="list-style-type: none"> LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a grade-appropriate text, including technical meanings Verify the preliminary determination of the meaning of a grade-appropriate word or phrase (for example, by checking the inferred meaning in context or in a dictionary) Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension of expression 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Academic, comprehension, context, determination, dictionary, domain-specific, expression, inferred meaning, meaning, phrase, preliminary, technical meaning, text, verify, vocabulary, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at grade level 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0

Even with help, no success



Title: Plot Structures and Textual Features		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) <p>Standard:</p> <ul style="list-style-type: none"> LA 10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration). LA 10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze how an author's choice concerning how to structure an appropriate plot and order events within it (for example, parallel plots), and manipulate time (for example, pacing, flashbacks) to create such effects as mystery, tension, or surprise Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a grade-appropriate text (for example, a section or chapter) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analysis, analyze, author, chapter, claim, detail, develop, event, flashback, idea, manipulate, mystery, pacing, paragraph, parallel, plot, refine, section, sentence, series, structure, surprise, tension, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe how an author chooses to structure a grade-appropriate text, order events, and manipulate time Describe how the author lays out an analysis or series of ideas in a grade-appropriate text 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Author's Purpose and Perspective		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze an author's perspective or cultural experience reflected in a grade-appropriate work of literature, drawing on a wide reading of world literature Analyze how an author uses rhetoric to advance their perspective or purpose in a grade-appropriate text 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analyze, author, cultural experience, literature, perspective, purpose, rhetoric,</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe how a particular perspective or cultural experience is reflected in a grade-appropriate work of literature Determine the author's perspective or purpose in a grade-appropriate text 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Visual/Auditory Media and Information Sources		Grade: 9-10
Standard: <ul style="list-style-type: none"> LA.9.3.1 Use multiple sources of literature, including mass media Standard: <ul style="list-style-type: none"> LA.10.3.1 Use multiple sources of literature, including mass media. LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude). 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Analyze the interpretation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example, a person's life story in both print and multimedia) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Absent, analyze, artistic, compare, contrast, emphasize, medium, multimedia, print, representation, scene, subject, treatment</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Compare and contrast the representation of a subject or key scene in two different mediums 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Argument and Reasoning		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend) LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Evaluate the argument and specific claims in a grade-appropriate text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient Identify examples of false statements and fallacious reasoning in a grade-appropriate text 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Argument, claim, evidence, fallacious reasoning, reasoning, relevant, sufficient, text, valid</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Delineate the argument and specific claims in a grade-appropriate text Identify examples of false statements and fallacious reasoning in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Literary Comparisons		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation) LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze how an author draws on and transforms source material in a specific grade-appropriate work (for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analyze, author, source, theme, topic, transform</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify examples of the use of source materials in a specific grade-appropriate work 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Rhetorical Criticism		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation) LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the rhetorical features of documents of historical and literary significance (for example, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Analyze, concept, historical, literary, rhetorical feature, significance, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify rhetorical features of documents of historical and literary significance Identify themes and concepts from documents of historical and literary significance 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Title: **Argumentative**

Grade: **9-10**

Standard:

- LA.9.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.).
- LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
- LA.9.5.5 Write a three-part essay of at least five paragraphs.

Standard:

- LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness.
- LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion
- LA.10.6.2 State and defend an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.
- LA.10.6.3 Use appropriate tone, body language, notes, and visual aids to speak extemporaneously

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score 3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will be able to write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence :

- Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence
- Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, and concerns
- Use words, phrases, and clauses to link the major sections of the text, create

		<p>cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims</p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing • Provide a concluding statement or section that follows from and supports the argument presented
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0		<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> • <i>Alternate, anticipate, argument, audience, claim, clarify, clause, cohesion, concluding statement, convention, counterclaim, discipline, evidence, fair, formal style, introduce, limitation, link, norm, objective tone, opposing, organization, phrase, precise, reason, reasoning, relationship, relevant, strength, support, text, topic, valid</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify claims and counterclaims from teacher-provided examples • Establish a claim and provide relevant evidence for the claim • Write arguments using a teacher-provided template (which includes all of the 3.0 elements)
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0		With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0		Even with help, no success



Title: **Informative/Explanatory**

Grade: **9-10**

Standard:

- LA.9.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.).
- LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
- LA.9.5.5 Write a three-part essay of at least five paragraphs.

Standard:

- LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness.
- LA.10.5.3. Write a three-part essay using specified documentation (MLA, APA, etc.).
- LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion
- LA.10.5.5 Use coherent and logical order.
- LA.10.5.6 Use grammatically and mechanically correct sentences.
- LA.10.6.3 Use appropriate tone, body language, notes, and visual aids to speak extemporaneously
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Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content :</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example, headings), graphics (for example, figures, tables), and multimedia when useful to aiding comprehension ● Develop the topic with well-chosen, relevant, and sufficient facts, extended 	

	<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p> <ul style="list-style-type: none"> • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • Use precise language and domain-specific vocabulary to manage the complexity of the topic • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (W.9-10.2e) • Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic) 		
	<table border="1"> <tr> <td>Score 2.5</td> <td>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</td> </tr> </table>	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content		
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> • <i>Analogy, articulate, audience, clarify, cohesion, complex, comprehension, concept, concluding statement, concrete, connection, convey, convention, definition, detail, discipline, distinction, domain-specific vocabulary, example, fact, figure, formal style, formatting, graphic, heading, idea, implication, information, informative/explanatory, introduce, link, multimedia, norm, objective tone, organization, organize, precise, quotation, relationship, relevant, revise, selection, significance, sufficient, support, table, thesis, topic, transition, varied</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Select a topic from a list or teacher-provided prompt • Create and revise a thesis • Organize ideas and information • Write an informative/explanatory composition using a teacher-provided template (which includes all of the 3.0 elements) 		
	<table border="1"> <tr> <td>Score 1.5</td> <td>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</td> </tr> </table>	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<table border="1"> <tr> <td>Score 0.5</td> <td>With help, partial success at score 2.0 content but not at score 3.0 content</td> </tr> </table>	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
Score 0.0	Even with help, no success		



Title: Narrative		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> ● LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist) ● LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) ● LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.). ● LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes. <p>Standard:</p> <ul style="list-style-type: none"> ● LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist) ● LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) ● LA.10.5.3 Write a three-part essay using specified documentation (MLA, APA, etc.). ● LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion ● LA.10.5.5 Use coherent and logical order. ● LA.10.5.6 Use grammatically and mechanically correct sentences. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences :</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters ● Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, narrative, narrator, observation, organize, orient, pacing, phrase, plan, plot line, point of view, precise, problem, reflection, resolve, sensory, sequence, setting, situation, technique, vivid</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Use a teacher-provided template for planning and organizing a narrative ● Describe the use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, and techniques to sequence events ● Write narratives using a teacher-provided template or graphic organizer 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Task, Purpose, and Audience		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes. <p>Standard:</p> <ul style="list-style-type: none"> LA.10.6.4 Involve audiences in a variety of ways. LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion. LA.10.5.5 Use coherent and logical order. LA.10.5.6 Use grammatically and mechanically correct sentences. Use word processing for final product. LA.10.6.1 Prepare and deliver organized and concise presentations. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (for example, opinion, informative/explanatory, narrative, and research writing) (W.9-10.4) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the task, purpose, and audience for a given writing task Describe how to modify samples of writing for a specific task, purpose, and audience Produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer 	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Revise and Edit		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) LA.10.5.7 Use word processing for final product 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will develop and strengthen grade-appropriate writing for a specific audience and purpose by (W.9-10.5):</p> <ul style="list-style-type: none"> Planning Revising Editing Rewriting Trying a new approach 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Audience, edit, plan, purpose, revise, rewrite</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Plan writing using a teacher-provided planning template or graphic organizer Revise and edit writing based on teacher and peer feedback 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Title: Technology		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology. LA.9.3.1 Use multiple sources of literature, including mass media <p>Standard:</p> <ul style="list-style-type: none"> LA.10.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology. LA.10.3.1 Use multiple sources of literature, including mass media 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will use technology, including the Internet, to:</p> <ul style="list-style-type: none"> Produce, publish, and update individual or shared grade-appropriate writing products , using sources responsibly and ethically Link to other information and display information flexibly and dynamically 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Dynamic, ethical, flexible, information, Internet, link, publish, technology, relevant, source, update</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Demonstrate the features of various grade-appropriate technologies (for example, word processor, blog, presentation software) Describe the ethical use of various grade-appropriate technologies 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Research and Organize Information		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> ● LA.9.3.2 Conduct research (locate, observe/gather, analyze, conclude) ● LA.9.5.3 Write with appropriate creativity, style, tone, and point of view while avoiding plagiarism. <p>Standard:</p> <ul style="list-style-type: none"> ● LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude) ● LA.10.5.3. Write a three-part essay using specified documentation (MLA, APA, etc.). ● LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion ● LA.10.5.5 Use coherent and logical order. ● LA.10.5.2 Organize material by a variety of methods. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple authoritative grade-appropriate print and digital sources, using advanced searches effectively to create research projects that answer a question or solve a problem ● Narrow or broaden the inquiry when appropriate ● Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation ● Assess the usefulness of each source in answering a grade-appropriate research question (W.9-10.8) ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for in text and citation page (Works Cited, References, Bibliography) (W.9-10.8) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Broaden, citation, information, inquiry, investigation, narrow, notes, organize, problem, question, research, research project, source, synthesize, topic, Authoritative, citation format, digital, flow of ideas, integrate, paraphrase, plagiarism, print, question, relevant,, search, source, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Select a topic 	

	<ul style="list-style-type: none"> ● Write and revise a grade-appropriate research question ● Strategically read grade-appropriate research resources ● Take effective notes from a variety of different sources ● Organize and synthesize information collected from more than one source ● Demonstrate use of appropriate citations ● Write a research composition with appropriate citations utilizing a teacher-provided template ● Use a teacher-provided template or process to gather information ● Describe the characteristic of a useful source ● Paraphrase and incorporate information from three or more grade-appropriate sources into written notes, a graphic organizer, or outline using explicit teacher direction or a teacher-provided template 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Collaborative Discussions		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> ● LA.9.7.2 Exemplify a responsive, polite listener/audience. ● LA.9.7.4 Paraphrase and summarize various types of messages, and give oral and written feedback. ● LA.10.7.1 Listen/view presentations with an open mind to evaluate information and sources. ● LA.10.7.2 Take clear and concise notes about a presentation. ● LA.10.7.3 Politely question, disagree, ask for clarification, make recommendations, or persuade. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas ● Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions; ● Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Agreement, alternate, challenge, clarify, conclusion, connection, consensus, conversation, deadline, decision, discussion, diverse, evidence, exchange of ideas, explicit, goal, idea, issue, justify, participation, peer, perspective, persuasive, point, pose, preparation, qualify, question, reasoning, refer, research, respond, role, summarize, text, theme, topic, verify, view, vote,</i> 	

	<p><i>warranted</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision making (for example, informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed • Participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • Prepare for participation in a discussion 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: **Evaluate Presented Information** Grade: **9-10**

Standard:

- LA.9.7.1 Evaluate the basic presentational skills (posture, gesture, eye contact, use of notes).
- LA.9.7.3 Identify and evaluate/analyze topic, organization, language, opinion, supports, tone, and strength of arguments.

Standard:

- LA.10.6.2 State and defend an opinion or recommendation in a logical, respectful manner justified with facts, research, and examples.
- LA.10.6.3 Use appropriate tone, body language, notes, and visual aids to speak extemporaneously.
- LA.10.6.4 Involve audiences in a variety of ways.
- LA.10.7 Be able to listen/view actively and critically to reach a conclusion or form an opinion.
- LA.10.7.1 Listen/view presentations with an open mind to evaluate information and sources.
- LA.10.7.2 Take clear and concise notes about a presentation.
- LA.10.7.3 Politely question, disagree, ask for clarification, make recommendations, or persuade

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ● Integrate information from and evaluate the credibility and accuracy of multiple grade-appropriate sources of information presented in diverse media and formats (for example, visually, quantitatively, orally) ● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetorical choices, identifying any fallacious reasoning or exaggerated or distorted evidence 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Accuracy, credibility, distort, diverse, evidence, exaggerate, fallacious reasoning, format, information, media, orally, point of view, quantitative, reasoning, rhetoric, source, visual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Identify the characteristics of credible and accurate sources of information 	

	<ul style="list-style-type: none"> • Identify evidence used by a speaker to support his or her message • Identify a speaker's point of view, reasoning, and use of evidence and rhetoric 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: **Speech Preparation and Delivery**

Grade: **9-10**

Standard:

- LA.9.6.1 Fit the topic, language, details, tone, and interest factors to a specific audience.
- LA.9.6.2 Use correct voice, body language, notes, and a variety of visual aids to speak extemporaneously.
- LA.9.6.3 Use a variety of appropriate techniques to begin and end a presentation.
- LA.9.6.4 Participate actively in group presentations

Standard:

- LA.10.6.4 Involve audience in a variety of ways.
- LA.10.7 Be able to listen/view actively and critically to reach a conclusion or form an opinion.
- LA.10.6.3 Use correct voice, body language, notes, and a variety of visual aids to speak extemporaneously.
- LA.10.7.1 Listen/view presentations with an open mind to evaluate information and sources.
- LA.10.7.2 Take clear and concise notes about a presentation.
- LA.10.7.3 Politely question, disagree, ask for clarification, make recommendations, or persuade
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Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will demonstrate proper writing and oral presentation techniques: <ul style="list-style-type: none"> ● Present grade-appropriate information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task ● Make strategic use of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate ● Use appropriate body language, tone, and enunciation throughout speech. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> ● <i>Audience, concise, development, evidence, finding, information, logical, organization, purpose, reasoning, style, substance, support, task</i> 	

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Write a grade-appropriate speech based on a teacher-provided template • Incorporate a digital visual aid in a presentation • Adapt speech to a specified context 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Grammar		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences. LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.5.6 Use grammatically and mechanically correct sentences. LA.10.5.7 Use word processing for the final product. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking, for example, parallel structure, phrases and clauses, agreement, passive voice, etc. Conduct edits and revisions on own and peer's writing 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Absolute phrase, adjectival phrase, adverbial clause, adverbial phrase, convention, dependent clause, grammar, independent clause, noun clause, noun phrase, parallel, participial phrase, prepositional phrase, relative clause, structure, usage, verb phrase</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Use grade-appropriate grammar and usage in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Capitalization and Punctuation		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences. LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.5.6 Use grammatically and mechanically correct sentences 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing: for example, semicolons, colons, proper nouns, etc Conduct edits and revisions on own and peer's writing 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Colon, conjunctive adverb, convention, independent clause, quotation, semicolon</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Demonstrate the use grade-appropriate conventions in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Spelling		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences. LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) <p>Standard:</p> <ul style="list-style-type: none"> LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) LA.10.5.6 Use grammatically and mechanically correct sentences 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Spell grade-appropriate words correctly when writing Conduct edits and revisions on own and peer's writing 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Spell grade-appropriate words correctly in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Language Conventions		Grade: 9-10
Standard: <ul style="list-style-type: none"> LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) Standard: <ul style="list-style-type: none"> LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Apply grade-appropriate English knowledge to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening Write and edit work so that it conforms to the guidelines in a style manual (for example, <i>Purdue OWL</i>, <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>, or other online writing resources) appropriate for the discipline and writing type 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Conform, context, discipline, edit, guideline, meaning, style, style manual</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Demonstrate the use of a style manual 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Context Clues		Grade: 9-10
Standard: <ul style="list-style-type: none"> LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) Standard: <ul style="list-style-type: none"> LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage) 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Use context (for example, the overall meaning of a sentence, or paragraph; a word's position or function in a sentence) as a clue to the meaning of a grade-appropriate word or phrase 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Clue, context, function, meaning, paragraph, phrase, position, sentence, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Demonstrate the use of context clues using structured sentences in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Title: Reference Materials		Grade: 9-10
<p>Standard:</p> <ul style="list-style-type: none"> LA.9.3.2 Conduct research (locate, observe/gather, analyze, conclude). <p>Standard:</p> <ul style="list-style-type: none"> LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness. LA.10.5.2 Organize material by a variety of methods. 		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Consult general and specialized grade-appropriate reference materials (for example, dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Clarify, dictionary, digital, etymology, general, glossary, meaning, part of speech, precise, print, pronunciation, reference, specialized, thesaurus, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Demonstrate the use of general and specialized grade-appropriate reference materials in isolation 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score	With help, partial success at score 2.0 content but not at score 3.0 content

	0.5	
Score 0.0	Even with help, no success	