

Proficiency Scales

English 11-12
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.

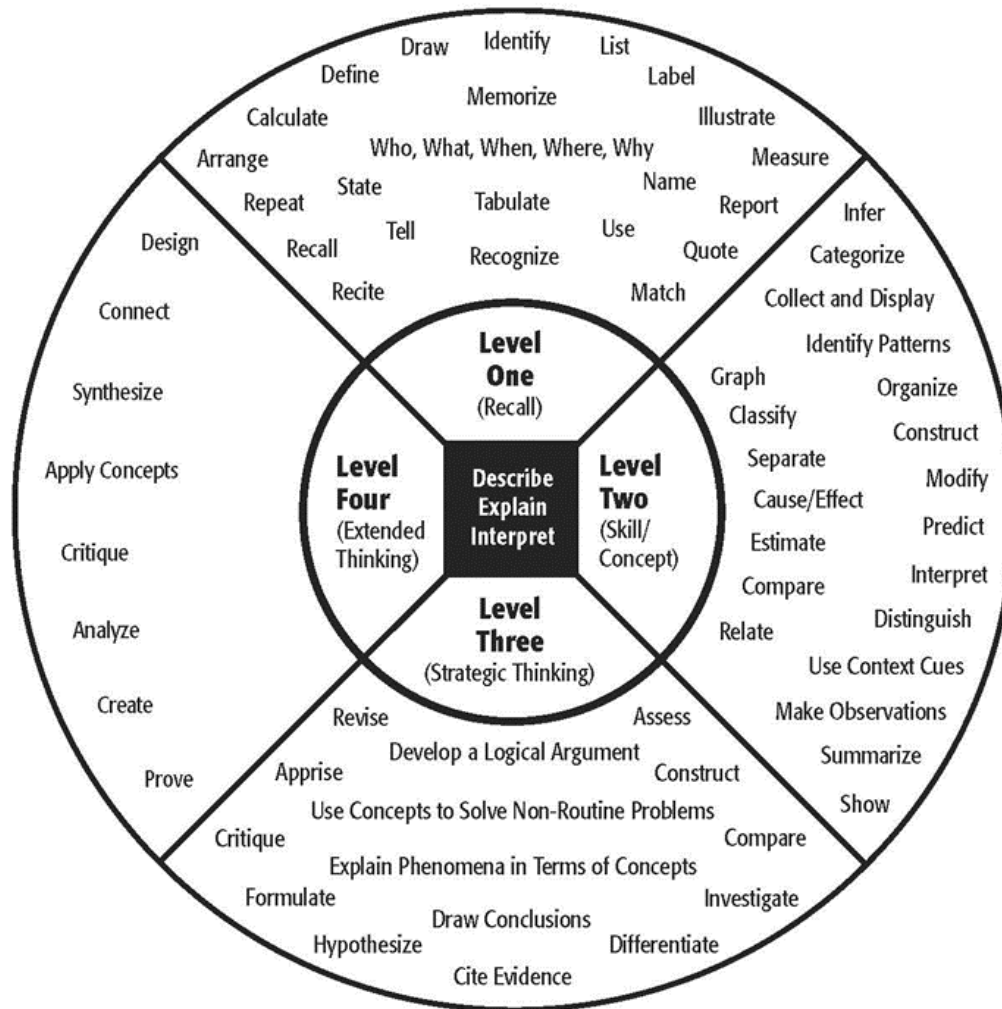
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

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, 11-12

Reading

Questioning, Inference, and Interpretation	2
Themes and Central Ideas	3
Story Elements	4
Word Impact and Use	5
Contextual Vocabulary	7
Plot Structures and Textual Features	8
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](#)
- [Word Roots and Patterns](#)



Domain: Reading		Grade: 11-12	
Title: Questioning, Inference, and Interpretation			
Standard:			
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: 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, including determining where the text leaves matters uncertain (RL11-12.1; RI.11-12.1)		
	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 specific vocabulary such as: <ul style="list-style-type: none">• <i>Analysis, cite, explicit, inference, logical, support, text, textual evidence, uncertain, interpretation</i> The student will perform basic processes, such as: <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		



Domain: Reading		Grade: 11-12	
Title: Themes and Central Ideas			
<p>Standard: LA.11.4 Be able to understand literature and analyze, critique, and relate themes, story elements, and literary devices. LA.11.4.3 Identify the theme(s) of literary selections with specific textual references. LA.11.5.3 Determine the value of literature by critically examining its relevance, insights, and messages.</p>			
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 two or more themes or central ideas over the course of grade-appropriate text, including how they interact and build on one another (RL.11-12.2; RI.11-12.2) Provide an objective summary of the central ideas of a grade-appropriate text (RL.11-12.2; RI.11-12.2) 		
	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, interact, objective, summarize, summary, text, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Determine two or more themes or central ideas of a grade-appropriate text (RL.11-12.2; RI.11-12.2) 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		



Domain: Reading		Grade: 11-12	
Title: Story Elements			
<p>Standard: LA.11.4 Be able to understand literature and analyze, critique, and relate themes, story elements, and literary devices. LA.11.4.1 Understand how literature reflects and affects social, historical, and cultural influences. LA.11.4.2 Critique story elements and literary devices to determine how they impact literature.</p>			
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 the impact of the author's choices and styles regarding how to develop and relate elements of a story or drama (for example, setting analysis, plot analysis, conflict analysis, point-of-view, and character development)</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>Action, analyze, author, character, develop, drama, element, impact, introduce, relate, setting, story, text, conflict, plot, point-of-view</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the elements and author's choices 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		



Domain: Reading		Grade: 11-12
Title: Word Impact and Use		
Standard:		
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 independently: <ul style="list-style-type: none">● Analyze the impact of specific word choices on meaning and tone● Analyze the impact of figures of speech (for example, hyperbole, paradox)● Analyze nuances in the meanings of words with similar denotations	
	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>Analyze, connotative, denotation, engaging, figurative, figure of speech, hyperbole, impact, interpret, language, meaning, nuance, paradox, role, similar, text, tone</i> The student will perform basic processes, such as: <ul style="list-style-type: none">● Identify specific words that impact meaning and tone in a grade-appropriate text● Interpret figures of speech in context in a grade-appropriate text (L.11-12.5a)● Determine the meaning of words and phrases including figurative and connotative meanings (RL.11-12.4; RI.11-12.4)	
	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	



Domain: Reading		Grade: 11-12	
Title: Contextual Vocabulary			
Standard: LA.11.2.5 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	<p>The student will:</p> <ul style="list-style-type: none"> Analyze how an author uses and refines the meaning of a key term or terms (for example, how Madison defines <i>faction</i> in <i>Federalist</i> No. 10) Verify the preliminary determination of the meaning of a word or phrase (for example, by checking the inferred meaning in context or in a dictionary) (L.11-12.4d) Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension of expression (L.11-12.6) 		
	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>Academic, analyze, author, comprehension, context, determination, dictionary, domain-specific, expression, inferred meaning, meaning, phrase, preliminary, refine, technical meaning, term, text, verify, vocabulary, word</i> <p>The student will perform basic processes, such as:</p> <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 (RI.11-12.4) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at grade level (L.11-12.6) 		
	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		



Domain: Reading

Title: **Plot Structures and Textual Features**

Grade: **11-12**

Standard: LA.11.5 Be able to relate specific literature to self, historical context, the author's life, current events, and other significant literature. LA.11.5.1 Research and evaluate the author's purpose for writing.

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 specific parts of a plot (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument in a text, including whether the structure makes points clear, convincing, and engaging 	
	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>Aesthetic, analyze, argument, author, comedic, engaging, evaluate, exposition, impact, meaning, point, resolution, structure, text, tragic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the structure of grade-appropriate texts Describe the author's structural choices 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	



Domain: Reading		Grade: 11-12	
Title: Author's Perspective and Purpose			
<p>Standard: LA.11.5 Be able to relate specific literature to self, historical context, the author's life, current events, and other significant literature. LA.11.5.1 Research and evaluate the author's purpose for writing.</p>			
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 author's perspective in a text to distinguish what is directly stated from what is really meant (for example, satire, sarcasm, irony, or understatement) Analyze how the style and content of a text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text (RI.11-12.6) 		
	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, distinguish, irony, persuasive, author's perspective, purpose, rhetoric, sarcasm, satire, style, understatement</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize or recall examples of satire, sarcasm, irony, and understatement in a grade-appropriate text Determine an author's perspective or purpose in a grade-appropriate text (RI.11-12.6) 		
	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		



Domain: Reading		Grade: 11-12	
Title: Visual/Auditory Media and Information Sources			
Standard: LA.11.2.6 Evaluate media (accuracy, validity, reliability, manipulation) LA.11.8.3 Evaluate media resources and information for accuracy, validity, and reliability			
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 multiple interpretations of a story, drama, or poem (for example, recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (RL.11-12.7) Address a question or solve a problem by integrating and evaluating multiple sources of information that are presented in different media or formats (for example, visually, quantitatively) 		
	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, drama, evaluate, format, information, interpretation, live, media, novel, play, poem, poetry, problem, quantitative, question, source, story, text, version, visual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Compare and contrast interpretations of a grade-appropriate story, drama, or poem to the source text Locate information from multiple sources presented in different media or formats, including words 		
	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		



Domain: Reading		Grade: 11-12	
Title: Argument and Reasoning			
<p>Standard: LA.11.5 Be able to relate specific literature to self, historical context, the author's life, current events, and other significant literature. LA.11.5.1 Research and evaluate the author's purpose for writing. LA.11.8 Be able to read/view/listen to form beliefs and goals. LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.</p>			
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 reasoning in argumentative texts, including seminal U.S. and British texts. 		
	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>Address, advocacy, argument, constitutional principles, dissent, evaluate, legal reasoning, majority opinion, premise, purpose, reasoning, seminal</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Delineate the reasoning in argumentative texts 		
	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		



Domain: Reading		Grade: 11-12
Title: Literary Comparisons		
Standard: LA.11.3.1 Use multiple sources of literature, including mass media. LA.11.5.2 Compare and contrast specific works 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	The student will: <ul style="list-style-type: none">Describe how two or more foundational works of literature from the same time period (for example, the 18th, 19th, or 20th century) treat similar themes or topics	
	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">18th century, foundational, literature, 19th century, similar, theme, time period, topic, 20th century The student will perform basic processes, such as: <ul style="list-style-type: none">Recognize or recall accurate statements about similar themes or topics in foundation works of American literature from the 18th, 19th, and early 20th centuries	
	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	



Domain: Reading		Grade: 11-12	
Title: Rhetorical Criticism			
Standard: LA.11.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) LA.11.4.1 Understand how literature reflects and affects social, historical, and cultural influences.			
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 foundational documents of historical and literary significance (for example, the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's second inaugural address) for their theme, proposes and rhetorical features 		
	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, 18th century, foundational, historical, literary, 19th century, persuasive technique, purpose, rhetorical feature, 17th century, significance, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify rhetorical features, persuasive techniques, purposes, and/or themes in 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		



Domain: Writing		Grade: 11-12	
Title: Argumentative			
Standard: LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend) LA.11.6.5 Write themes with introduction, clear and concise thesis, body with supported major points, transitions, figurative language, and an effective conclusion.			
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 arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1): <ul style="list-style-type: none">● Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence (W.11-12.1a)● Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases (W.11-12.1b)● Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims (W.11-12.1c)● 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.11-12.1d)● Provide a concluding statement or section that follows from and supports the argument presented (W.11-12.1e)		
	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, bias, claim, clarify, clause, cohesion, concluding statement, convention, counterclaim, discipline, evidence, fair, formal style, introduce, limitation, link, logical, norm, objective tone, opposing, organization, phrase, precise, reason, reasoning, relationship, relevant, sequence, significance, strength, support, syntax, thorough, text, topic, valid, value</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 • Articulate specified patterns of logical sequence for argumentation • 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	



Domain: Writing		Grade: 11-12	
Title: Informative/Explanatory			
Standard: LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend) LA.11.6.5 Write themes with introduction, clear and concise thesis, body with supported major points, transitions, figurative language, and an effective conclusion.			
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 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W.11-12.2): <ul style="list-style-type: none">• Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example, headings), graphics (for example, figures, tables), and multimedia when useful to aiding comprehension (W.11-12.2a)• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (W.11-12.2b)• Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (W.11-12.2c)• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic (W.11-12.2d)• 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.11-12.2e)• 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) (W.11-12.2f)		
	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, analysis, articulate, audience, clarify, cohesion, complex, comprehension, concept, concluding statement, concrete, convention, convey, definition, detail, discipline, domain-specific vocabulary, element, example, fact, figure, formal style, formatting, graphic, heading, idea, implication, information, informative/explanatory, introduce, link, metaphor, multimedia, norm, objective tone, organization, organize, precise, quotation, relationship, relevant, revise, selection, significance, significant, simile, support, syntax, table, technique, thesis, topic, transition, unified, 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) 	
	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	



Domain: Writing		Grade: 11-12	
Title: Narrative			
Standard: LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend) LA.11.6.5 Write themes with introduction, clear and concise thesis, body with supported major points, transitions, figurative language, and an effective conclusion.			
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 write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W.11-12.3): <ul style="list-style-type: none">• Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events (W.11-12.3a)• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters (W.11-12.3b)• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sequence of mystery, suspense, growth, or resolution) (W.11-12.3c)• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters (W.11-12.3d)• Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative (W.11-12.3e)		
	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>Character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, growth, mystery, narrative, narrator, observation, organize, orient, outcome, pacing, phrase, plan, plot line, point of view, precise, problem, progression, reflection, resolution, resolve, sensory, sequence, setting, significance, situation, suspense, technique, tone, 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 and build toward a particular tone and outcome ● 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	



Domain: Writing		Grade: 11-12
Title: Task, Purpose, and Audience		
Standard: LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend) LA.11.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)		
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 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.11-12.4) 	
	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	



Domain: Writing		Grade: 11-12
Title: Revise and Edit		
Standard: LA.11.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise) LA.11.6.6 Evaluate and revise writing to focus on purpose, organization, development, and style.		
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 develop and strengthen writing for a specific audience and purpose by (W.11-12.5): <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	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">● <i>Audience, edit, plan, purpose, revise, rewrite</i> The student will perform basic processes, such as: <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	

Domain: Writing
Title: **Technology**

Grade: **11-12**

Standard: LA.11.6.2 Select or design graphics (charts, tables, pictures, etc.).LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect. LA.11.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

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 use technology, including the internet, to:

- Produce, publish, and update individual or shared writing products respecting ethical codes
- Make connections between displayed information

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:

- *Ethical, Internet, publish, technology, update*

The student will perform basic processes, such as:

- Demonstrate the features of various grade-appropriate technologies (for example, word processor, blog, file sharing)
- 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



Domain: Writing		Grade: 11-12	
Title: Research and Organize			
<p>Standard: LA.11.3.2 Conduct research (locate, observe/gather, analyze, conclude). LA.11.6 Be able to write a variety of quality forms, including a research paper. LA.11.6.1 Research for concrete, relevant support. LA.11.6.4 Avoid plagiarism. LA.11.6.7 Answer essay questions with appropriate format and textual references or other support. LA.11.8.3 Evaluate media resources and information for accuracy, validity, and reliability.</p>			
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 sources in print and digitally and use advanced searches effectively to create substantive research projects to answer a question (including a self-generated 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 strengths and limitations of each source in terms of the task, purpose, audience, and credibility ● Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source following a standard format for citations in APA, MLA, and/or Turabian styles ● Organize sources on a citations page (works cited, bibliography, references) following relevant style guidelines. 		
	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, Audience, authoritative, citation format, credible, digital, flow of ideas, information, integrate, limitation, overreliance, paraphrase, plagiarism, print, purpose, relevant, search, source, task, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Select a topic ● Write and revise a research question 		

	<ul style="list-style-type: none"> ● Strategically read research resources ● Take effective notes from a variety of resources ● Organize and synthesize information collected from more than one source ● Demonstrate use of appropriate citations ● Write a research composition following a teacher-provided template ● Use a teacher-provided template or process to gather information ● Describe features of credible sources ● Evaluate selected information with a teacher-provided template ● Paraphrase and incorporate information from three or more 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	



Domain: Speaking and Listening Title: Collaborative Discussions		Grade: 11-12
Standard: LA.11.7 Be able to speak effectively for a variety of purposes. LA.11.7.1 Research and select appropriate content. LA.11.7.3 Include a precise and concrete thesis statement. LA.11.7.4 Select a variety of relevant visuals. LA.11.7.5 Answer questions appropriately.		
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 probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task. 	
	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>Challenge, claim, clarify, conclusion, contradiction, conversation, creative, deadline, decision, discussion, divergent, diverse, evidence, exchange of ideas, explicit, goal, idea, information, investigation, issue, participation, peer perspective, persuasive, pose, position, preparation, probe, question, reasoning, refer, research, resolve, respond, role, synthesize, text, topic, verify</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish 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



Domain: Speaking and Listening		Grade: 11-12
Title: Evaluate Presented Information		
Standard: LA.11.8 Be able to read/view/listen to form beliefs and goals. LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.		
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 credibility and accuracy of multiple sources of information presented in diverse formats and media (for example, visually, quantitatively, orally) and note any discrepancies among the data in order to make informed decisions and solve problems (SL.11-12.2) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetorical choices, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (SL.11-12.3) 	
	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, data, decision, discrepancy, diverse, emphasis, evidence, format, idea, information, link, media, orally, point, point of view, premise, problem, quantitative, reasoning, rhetoric, source, stance, tone, visual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify specified language and rhetorical strategies used to inform and persuade Identify the characteristics of credible and accurate sources of information 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	



Domain: Speaking and Listening Title: Speech Preparation & Delivery		Grade: 11-12
---	--	---------------------

Standard: LA.11.7 Be able to speak effectively for a variety of purposes. LA.11.7.1 Research and select appropriate content. LA.11.7.2 Use correct voice, body language, notes, and personal style to speak extemporaneously. LA.11.7.3 Include a precise and concrete thesis statement. LA.11.7.4 Select a variety of relevant visuals. LA.11.7.5 Answer questions appropriately.

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"> ● Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning ● Address alternative or opposing perspectives ● Use organization, development, substance, and style 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 and to add interest ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate 	
	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>Alternative, audience, convey, development, distinct, evidence, finding, information, opposing, organization, perspective, purpose, reasoning, style, substance, support, task, Audio, context, digital, element, enhance, evidence, finding, formal English, graphical, interactive, interest, media, presentation, reasoning, strategic, task, textual, visual, visual aid</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 <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Incorporate a digital visual aid in a presentation ● Adapt speech to a specified context ● Use effective enunciation, tone, and body language such as eye-contact and gestures 	

	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



Domain: Language Title: Grammar		Grade: 11-12
Standard: LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied 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 English grammar and usage in context when writing or speaking for example, parallel structure, phrases and clauses, agreement, passive voice, pronoun cases, etc. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested • Resolve issues of complex or contested usage, consulting references (for example, <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed 	
	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>Complex, consult, contested, convention, grammar, reference, usage</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 • Conduct edits and revisions on own and on peer's writing 	
	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	



Domain: Language		Grade: 11-12	
Title: Capitalization and Punctuation			
Standard: LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied 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	The student will <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English capitalization and punctuation in context when writing such as hyphenation, brackets, parentheses, apostrophes, etc.		
	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>Convention, hyphenation</i> The student will perform basic processes, such as: <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		



Domain: Language		Grade: 11-12
Title: Spelling		
Standard: LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied 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	The student will: <ul style="list-style-type: none">• Spell words correctly when writing• Conduct spell-checks and edits on own and on peer's writings	
	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 perform basic processes, such as: <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	



Domain: Language		Grade: 11-12	
Title: Language Conventions			
Standard: LA.11.6.3 Use correct grammar, mechanics, word choice, usage, format, and varied 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"> • apply 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 • Vary syntax for effect, consulting references (for example, Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading (L.11-12.3a) 		
	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>Complex, context, effect, meaning, reference, style syntax, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Describe the impact of particular uses of syntax in a grade-appropriate text • Write and edit work so that it conforms to the guidelines in a style manual (for example, <i>Purdue OWL, MLA Handbook, Turabian's Manual for Writers</i>, or other online writing resources) appropriate for the discipline and writing purpose 		
	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		



Domain: Language		Grade: 11-12	
Title: Context Clues			
Standard: LA.11.2.5 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, paragraph, or text; 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, text, 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		



Domain: Language		Grade: 11-12	
Title: Word Roots and Patterns			
Standard: LA.11.2.5 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">• Correctly use patterns of word changes that indicate different meanings or parts of speech (for example, conceive, conception, conceivable, misconception)		
	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>Meaning, part of speech, pattern</i> The student will perform basic processes, such as: <ul style="list-style-type: none">• Recognize patterns of word changes that indicate different meanings or parts of speech (L.11-12.4b)		
	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		