	READING	
	Questioning, Inference, and Interpretation	
	Grades 11–12	
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 inferences drawn from the text, including determining where the text leaves matters uncertain (RL.11–12.1; RI.11–12.1)	**Sample Activities:** After reading Patrick Henry's "Speech to the Virginia Convention," the student correctly identifies textual evidence for literary devices such as rhetorical questions, metaphors and allusions, and goes on to draw significant inferences about Henry's intent to allow his audience to draw its own conclusions through his rhetorical questions.
	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:** • analysis, cite, explicit, inference, logical, support, text, textual evidence, uncertain **The student will perform basic processes, such as:** • recognize or recall appropriate textual evidence for teacher-directed analyses of grade-appropriate texts • describe what a grade-appropriate text says explicitly and draw logical inferences	**Sample Activities:** After reading Patrick Henry's "Speech to the Virginia Convention," the student correctly infers the theme and identifies important literary devices such as rhetorical questions, metaphors and allusions.
	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**	

READING		
Themes and Central Ideas		
Grades 11–12		
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:** • analyze the development of two or more themes or central ideas over the course of a 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 a grade-appropriate text (RL.11–12.2; RI.11–12.2)	**Sample Activities:** After reading Joseph Conrad's *Heart of Darkness*, the student correctly identifies two concurrent themes in the book, such as the racial inequality inherent in Belgian colonialism of the Congo and the nature of evil in the human heart. While summarizing the plots of the novel, the student can analyze the concurrent development of these themes through specific plot events and literary devices using a graphic organizer.
	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:** • analyze, central idea, development, interact, objective, summarize, summary, text, theme **The student will perform basic processes, such as:** • 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	**Sample Activities:** After reading Joseph Conrad's *Heart of Darkness*, the student identifies themes such as the racial inequality inherent in Belgian colonialism of the Congo as well as the nature of evil in the human heart. The student identifies specific plot events and literary devices that lead to the development of these themes.
	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**	

READING			
Story Elements			
Grades 11–12			
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:** • analyze the impact of the author's choices regarding how to develop and relate elements of a grade-appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) (RL.11–12.3)		**Sample Activities:** After reading Nathaniel Hawthorne's "Rappaccini's Daughter," the student can analyze the effects of authorial choice of literary devices, demonstrating how elements such as characterization of Dr. Rappaccini, setting and climax contribute to the theme that humans trifle with nature at their peril.
	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:** • action, analyze, author, character, develop, drama, element, impact, introduction, relate, setting, story, text **The student will perform basic processes, such as:** • describe the elements of a grade-appropriate text		**Sample Activities:** After reading Nathaniel Hawthorne's "Rappaccini's Daughter," the student can identify important literary devices such as direct and indirect characterization of Dr. Rappaccini, setting as a function of a tone of decay and corruption, and climax at the point of Beatrice's last 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**		

	READING	
	Connections	
	Grades 11–12	
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:** • analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of a grade-appropriate text (RI.11–12.3)	**Sample Activities:** After reading Mark Twain's *The Adventures of Huckleberry Finn*, the student can analyze the effects of the interactions between the characters of Huck and Jim to explain the changes in Huck's attitude towards slavery, and explain the motivation for Huck's decision not to turn in the runaway slave.
	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:** • analyze, event, idea, individual, interact, sequence of events, text **The student will perform basic processes, such as:** • describe a complex set of ideas or sequence of events in a grade-appropriate text	**Sample Activities:** After reading Mark Twain's *The Adventures of Huckleberry Finn*, the student can track the development of Huck's changing attitude toward slavery by citing specific plot events in the novel, including Huck's encounter with Jim on Jackson's Island, his discussions with Jim about Jim's family and the climactic moment of Huck deciding not to turn Jim in as a runaway slave.
	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	

READING			
Use of Language			
Grades 11–12			
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:** • analyze the impact of specific word choices on meaning and tone in a grade-appropriate text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (RL.11–12.4) • analyze the role of figures of speech (e.g., hyperbole, paradox) in a grade-appropriate text (L.11–12.5a) • analyze nuances in the meanings of words with similar denotations in a grade-appropriate text (L.11–12.5b)		**Sample Activities:** During the analysis of Shakespeare's "Sonnet 116," the student can identify and interpret the diction choices made by the poet in establishing the tone of the poem and relate these choices to theme. The student can explain the metaphors within the poem (It is an ever-fixed mark," "It is the star…") collectively as establishing the theme of the constancy of love and can explain the power of the statement in the couplet of the poem as not only a thematic reinforcement, but also as a powerful statement of the poet's art.
	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:** • analyze, connotative, denotation, engaging, figurative, figure of speech, hyperbole, impact, interpret, meaning, nuance, paradox, role, similar, text, tone **The student will perform basic processes, such as:** • identify specific words that impact meaning and tone 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 (RL.11–12.4; RI.11–12.4) • interpret figures of speech in context in a grade-appropriate text (L.11–12.5a)		**Sample Activities:** During the analysis of Shakespeare's "Sonnet 116," the student can identify "diction words" that carry specific connotative meaning and can relate these authorial choices to an accurate description of tone in the poem. The student can identify a metaphor such as "It is an ever-fixed mark," and explain the significance of the metaphor to the meaning of the poem.
	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**		

READING			
Academic Vocabulary			
Grades 11–12			
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:** • analyze how an author uses and refines the meaning of a key term or terms over the course of a grade-appropriate text (e.g. how Madison defines *faction* in *Federalist* No. 10) (RI.11–12.4) • demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.11–12.6)		**Sample Activities:** When dealing with a grade-level appropriate text, such as *The Declaration of Independence*, the student accurately predicts the meaning of key words in the document and can assemble an oral presentation using key words such as "inalienable" and "usurpation" to guide other students to an understanding of the purpose of the Declaration.
	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:** • academic, analyze, author, comprehension, domain-specific, expression, meaning, refine, technical meaning, term, text, vocabulary **The student will perform basic processes, such as:** • 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)		**Sample Activities:** When dealing with a grade-level appropriate text, such as *The Declaration of Independence*, the student can accurately determine the meaning of key words such as "inalienable," and "usurpation" by applying a learned process such as morphemic analysis.
	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**		

READING		
Text Structures and Features		
Grades 11–12		
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:** • analyze how an author's choices concerning how to structure specific parts of a grade-appropriate text (e.g., 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 (RL.11–12.5) • analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument in a grade-appropriate text, including whether the structure makes points clear, convincing, and engaging (RI.11–12.5)	**Sample Activities:** After reading Jonathan Edwards' sermon "Sinners in the Hands of an Angry God," students can track the key ideas of Edwards' argument through use of a graphic organizer and can identify the purpose of each section of the sermon as it contributes to the tone and theme. Students can accurately defend either position on the question of whether Edwards delivered the sermon vehemently or calmly by citing authorial choices in the text, and evaluating the effects of those choices in support of their position.
	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:** • aesthetic, analyze, argument, author, comedic, engaging, evaluate, exposition, impact, meaning, point, resolution, structure, text, tragic **The student will perform basic processes, such as:** • describe the structure of grade-appropriate texts • describe the general impact of an author's structural choices in a grade-appropriate text	**Sample Activities:** After reading Jonathan Edwards' sermon "Sinners in the Hands of an Angry God," students can track the key ideas of Edwards' argument through use of a graphic organizer and identify the purpose behind Edwards' use of tone in the opening two paragraphs to engage his audience.
	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**	

READING			
Point of View			
Grades 11–12			
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:** • analyze a point of view in a grade-appropriate text where distinguishing what is directly stated from what is really meant is required (e.g., satire, sarcasm, irony, or understatement) (RL.11–12.6) • analyze how the style and content of a grade-appropriate text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text (RI.11–12.6)		**Sample Activities:** After reading Jonathan Swift's "A Modest Proposal," students will identify the satiric elements in the text as well as Swift's point of view and purpose, going on to relate the satiric tone of the piece through substantial textual support. Students will be able to describe the purpose of the satirical choices Swift makes in terms of his greater purpose, identifying, for example, "I have reckoned upon a medium, that a child just born will weigh twelve pounds, and in a solar year, if tolerably nursed, increaseth to twenty-eight pounds" as not only an element of the literal satiric level of the piece but also as a comment upon the unemotional, mathematical approach British landlords hold over the issues of Irish poverty and famine.
	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:** • analyze, author, distinguish, irony, persuasive, point of view, purpose, rhetoric, sarcasm, satire, style, understatement **The student will perform basic processes, such as:** • recognize or recall examples of satire, sarcasm, irony, and understatement in a grade-appropriate text • determine an author's point of view or purpose in a grade-appropriate text (RI.11–12.6)		**Sample Activities:** After reading Jonathan Swift's "A Modest Proposal," students will identify specific textual examples of satiric components such as understatement and irony. They will accurately recognize Swift's purpose of satirically calling attention to the economic slavery Britain imposed upon Ireland.
	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**		

READING			
Visual/Auditory Media and Information Sources			
Grades 11–12			
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:** • analyze multiple interpretations of a grade-appropriate story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (RL.11–12.7) • integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem (RI.11–12.7)		**Sample Activities:** After reading and studying Tillie Olsen's "I Stand Here Ironing," students view a dramatization of the short story and research reviews of the dramatization on the web (A Google search of the title will provide students with a number of resources to compare, at various levels of scholarship). Students evaluate the interpretations and reviews, focusing on specific plot elements and the interpretations of those events.
	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:** • analyze, drama, evaluate, format, information, interpretation, live, media, novel, play, poem, poetry, problem, quantitative, question, source, story, text, version, visual **The student will perform basic processes, such as:** • 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		**Sample Activities:** After reading and studying Tillie Olsen's "I Stand Here Ironing," students view a video presentation of the story (such as "I Stand Here Ironing" (2005) directed by Bruce Schwartz). Students create a PowerPoint presentation comparing and contrasting authorial and dramatic choices in the two versions of the story.
	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**		

	READING	
	Argument and Reasoning	
	Grades 11–12	
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:** • evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses) (RI.11–12.8)	**Sample Activities:** After reading the Supreme Court decision *Marbury vs. Madison*, students can explain the reasoning of the document that led to the establishment of the power of judicial review vested in the Supreme Court. Students can explain the issue at hand in the decision, the appointment of William Marbury to the federal court, and the issues on both sides surrounding the issue.
	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:** • address, advocacy, argument, constitutional principles, dissent, evaluate, legal reasoning, majority opinion, premise, purpose, reasoning, seminal **The student will perform basic processes, such as:** • delineate the reasoning in seminal U.S. texts (RI.11–12.8)	**Sample Activities:** After reading the Supreme Court decision *Marbury vs. Madison*, the student can identify the reasoning presented in John Marshall's opinion using a teacher-provided graphic organizer, and conclude why Justice Marshall ruled as he did.
	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**	

		READING	
		Literary Comparisons and Source Material	
		Grades 11–12	
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:** • describe how two or more foundational works of American literature from the same time period (e.g., eighteenth-, nineteenth-, or twentieth-century) treat similar themes or topics (RL.11–12.9)		**Sample Activities:** After studying works such as Patrick Henry's "Speech to the Virginia Convention," Thomas Paine's *The Crisis*, No. 1, and *The Declaration of Independence*, students can identify the shared themes surrounding abuses by the British government and the need for the American Revolution while arguing that each presents the theme with a different tone and purpose. Students can identify the literary elements (diction, imagery, syntax) that establish different tones in the works.
	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:** • American, eighteenth-century, foundational, literature, nineteenth-century, similar, theme, time period, topic, twentieth-century **The student will perform basic processes, such as:** • recognize or recall accurate statements about similar themes or topics in foundational works of American literature from the eighteenth-, nineteenth-, and early twentieth-centuries		**Sample Activities:** After reading works such as Patrick Henry's "Speech to the Virginia Convention," Thomas Paine's *The Crisis*, No. 1, and *The Declaration of Independence*, students can recognize the shared themes of abuses by the British government and the need for the American Revolution.
	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**		

READING	
Rhetorical Criticism	
Grades 11–12	

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:** • analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (e.g., The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features (RI.11–12.9)	**Sample Activities:** After reading Lincoln's "Second Inaugural Address," the student creates an oral presentation in which she identifies rhetorical devices such as appeals to logos, ethos and pathos, as well as syntax and diction choices, and connects these choices to Lincoln's development of tone and theme.
	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:** • analyze, eighteenth-century, foundational, historical, literary, nineteenth-century, persuasive technique, purpose, rhetorical feature, seventeenth-century, significance, theme **The student will perform basic processes, such as:** • identify rhetorical features, persuasive techniques, purposes, and/or themes in specified seventeenth-, eighteenth- and nineteenth-century U.S. documents of historical and literary significance	**Sample Activities:** After reading Lincoln's "Second Inaugural Address," the student creates an oral presentation in which she identifies rhetorical devices such as appeals to logos, ethos and pathos, syntax, and diction choices in the document.
	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**	

READING	
Fluency	
Grades 11–12	
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:** • read and comprehend grade-appropriate literature and informational text (RL.11–12.10; RI.11–12.10)	**Sample Activities:** In studying a novel such as *The Great Gatsby*, the student can generate her own questions prior to reading a chapter of the novel, react to those questions and independently generate comments and questions for class discussion.
	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:** • comprehend, informational, literature, text **The student will perform basic processes, such as:** • read grade-appropriate literature and informational text using a teacher-directed comprehension strategy (e.g., modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading, outlining and note taking)	**Sample Activities:** In studying a novel such as *The Great Gatsby*, the student uses the K-W-L strategy for each chapter, describing a reaction to a teacher-generated prompt in the "Know" section, recording reactions to events in the chapter in the "What" section and processing what she has found in the "Learned" section prior to sharing those findings in a class 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**	

WRITING		
Argumentative		
Grades 11–12		
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 grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11–12.1):** • introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence (W.11–12.1a) • develop claim(s) 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 claim(s) and reasons, between reasons and evidence, and between claim(s) 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)	**Sample Activities:** After instruction in one or more of the methods of argumentation (Classical, Rogerian or Toulmin), the student creates a well-written persuasive essay that establishes a claim of the student's choice, presents a logical presentation of evidence in support of that claim, and includes a refutation of counter-claims about the argument. The argument persuades the reader of the validity of the author's claim.
	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:** • 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, relationship, relevant, sequence, significance, strength, support, syntax, thorough, value **The student will perform basic processes, such as:** • identify claims and counterclaims from teacher-provided examples • articulate specified patterns of logical sequence for argumentation • establish a claim and providing relevant evidence for the claim • write arguments using a teacher-provided template (which includes all of the 3.0 elements)	**Sample Activities:** After instruction in one or more of the methods of argumentation (Classical, Rogerian or Toulmin), the student identifies the method of argumentation and the essential elements of that argument in a teacher-generated sample essay. Using a template provided by the teacher, the student identifies the claim and the evidence for that claim. Then, using the sample template, the student generates her own claim and sample argument, in the same format. She writes a persuasive essay that presents the claim and evidence, following the 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**	

WRITING		
Informative/Explanatory		
Grades 11–12		
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 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 (W.11–12.2):** • 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 (e.g., headings), graphics (e.g., 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 (e.g., articulating implications or the significance of the topic) (W.11–12.2f)	**Sample Activities:** Have students identify a complex idea and create an engaging, concise essay that provides information on that topic. The essay includes a strong introductory paragraph that engages the reader's interest and includes a clear thesis, then goes on to present information in a logical and engaging way, ending in a strong conclusion. The writer has crafted the essay to meet the needs of her audience, including clear diction and syntactic and other rhetorical choices that create a strong and meaningful essay.
	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:** • analogy, articulate, audience, clarify, cohesion, complex, comprehension, concept, concluding statement, concrete, convention, definition, detail, discipline, domain-specific vocabulary, element, fact, figure, formal style, formatting, graphic, heading, idea, implication, information, link, metaphor, multimedia, norm, objective tone, organize, precise, quotation, relationship, relevant, significance, significant, simile, support, syntax, table, technique, topic, transition, unified **The student will perform basic processes, such as:** • select a topic from a list or teacher-provided prompt • create and revise a thesis • organize ideas and information • write and format an informative composition following a teacher-provided template	**Sample Activities:** Using a list or teacher provided, prompt, the student can identify a topic of importance to herself and create a strong explanatory essay in which she presents a well-crafted thesis, a logical presentation of ideas and a convincing and engaging conclusion.
	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**	

WRITING
Narrative
Grades 11–12

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 grade-appropriate narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W.11–12.3):** • engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) 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 (e.g., a sense 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)	**Sample Activities:** Working alone or in groups, students develop a character and narrative event idea. Each student then drafts a narrative of the event, revising and editing the narrative to engage the full richness of narrative technique to engage the reader/audience. This narrative can be adapted to a play or speech script to be given in front of the class.
	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:** • character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, growth, mystery, narrative, narrator, observation, orient, outcome, pacing, phrase, plot line, point of view, precise, problem, progression, reflection, resolution, sensory, sequence, setting, significance, situation, suspense, technique, tone, vivid **The student will perform basic processes, such as:** • write narratives using a teacher-provided template or graphic organizer	**Sample Activities:** Provide students with examples of effective story-telling, and then ask them, using a teacher-provided template, to create a narrative of a significant event in the life of a character each student creates. The narrative is them used as the basis for the script for a short oral presentation or play given in front of the class.
	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	

	WRITING		
	Task, Purpose, and Audience		
	Grades 11–12		
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:** • produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e.g., opinion, informative/explanatory, narrative, and research writing) (W.11–12.4)		**Sample Activities:** After choosing a topic and a genre for an essay, the student plans the essay in detail, identifying specific modifications to the essay based upon the purpose and audience chosen. In writing the essay, the student makes specific modifications to the essay based on the plan, and then creates a lesson for three other members of the class in which she describes the process of modification and supports that process with specific examples from her essay. She teaches the lesson to three other students in the class.
	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:** • audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task **The student will perform basic processes, such as:** • identify 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		**Sample Activities:** Working in groups, students create a PowerPoint presentation in which they modify plans for an essay based on different audiences (peers, parents, teacher, school board). Each student then goes on to create the essay, based upon one of the particular audiences. Students in the group peer edit another student's essay, using the techniques devised by the group in their PowerPoint presentation.
	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**		

WRITING			
Revise and Edit			
Grades 11–12			
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 grade-appropriate writing for a specific audience and purpose by (W.11–12.5):** • planning • revising • editing • rewriting • trying a new approach		**Sample Activities:** Provide students with three or four writing prompts. Each student chooses one, and creates a plan for the essay, based on prior class instruction. These plans are shared with members of a small group (3 or 4 other students) by posting them on an online site, such as a school or teacher developed blog, and the members of the student's group comment on the plans. Each student revises her plan based on this feedback, then creates the essay and submits it to turnitin.com. In a computer lab peer editing session, the members of the group peer edit each other's essays, based on the original plan for each essay. The student then revises the essay, based on this feedback and submits for a final assessment.
	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:** • audience, edit, plan, purpose, revise, rewrite **The student will perform basic processes, such as:** • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback		**Sample Activities:** Using a teacher-provided template, students create a detailed plan for an essay which they share with other members of their small group. After writing the essay, they submit the essay to an online service such as turnitin.com. In the computer lab, members of the student's group work together to peer edit and review each other's essays, using a specific teacher-provided rubric. Each student revises his or her essay based on this review and submits the essay for a final assessment.
	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**		

			WRITING	
			Technology	
			Grades 11–12	
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 grade-appropriate writing products (W.11–12.6)			**Sample Activities:** Having worked on the activity described in score 2.0 below, students go on to review each other's blogs and identify three blog entries that present potential ethical issues. They revise these entries to improve them and consult with the authors of the entries to suggest the improvements.
	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:** • argument, feedback, information, Internet, publish, technology, update **The student will perform basic processes, such as:** • demonstrate the features of various grade-appropriate technologies (e.g., word processor, blog, file sharing) • describe the ethical use of various grade-appropriate technologies			**Sample Activities:** During a unit of study on the power of the web, students locate and review a selection of blogs at various levels of validity – amateur, professional, university-based, etc. Using a teacher-provided template, students complete this review and present the information they have developed on a student-created blog.
	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**			

	WRITING	
	Research	
	Grades 11–12	
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:** • conduct short as well as more sustained grade-appropriate research projects to answer a question (including a self-generated question) or solve a problem (W.11–12.7) • narrow or broaden the inquiry when appropriate (W.11–12.7) • synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (W.11–12.7)	**Sample Activities:** Using the research/debate activity described below, students divide their research topic into "Sub-topics assigned to individual teams of students, each team with a debatable subtopic. When the group is divided pro and con, each team is so divided, and in the debate each pair of teammates debate each other using a standard debate format. The research composition and/or annotated bibliography for each student, in this case, will be topic-specific.
	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:** • broaden, inquiry, investigation, narrow, problem, question, research, research project, source, synthesize **The student will perform basic processes, such as:** • select a topic • write and revise a grade-appropriate research question • strategically read grade-appropriate resources • take effective notes • organize and synthesize information collected from more than one source • write a research composition with appropriate citations • write a research composition following a teacher-provided template	**Sample Activities:** After a unit of study (such as a literary period – "American Romanticism" for example) students are asked to develop topics for research/debate. Students bring in their topics and the teacher lists them on the board. As a class, the topics are narrowed and combined to create an appropriate number of topics – 4 or 5 for a class of 30. Students can then sign up to work on a topic of their choice, but the groups must be roughly equal in number. The groups meet and refine their research/debate topic, and then head to the library-information center for research. Using a standard note taking process, students gather information on their topic. Prior to the last research session, the teacher goes group-to group and assigns equal numbers of students to pro and con debate groups. Next class, students debate their topic in front of the rest of the class. Students create and submit a research composition (revised for MLA or APA format) and/or an annotated bibliography of their research, in addition to their oral performance in the debate, as grades for the activity.
	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**	

WRITING		
Access and Organize Information		
Grades 11–12		
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:** • gather relevant information from multiple authoritative grade-appropriate print and digital sources, using advanced searches effectively (W.11–12.8) • assess the strengths and limitations of each source in terms of the task, purpose, and audience (W.11–12.8) • 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 citation (W.11–12.8)	**Sample Activities:** Once the activity described in Score 2.0 below is complete, students proceed to do additional research using Boolean searches, refining their searches by type. From these searches they create a Prezi presentation that captures information from a wide range of sources, citing each in MLA format and identifying the validity and relevance of each source.
	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:** • audience, authoritative, citation format, digital, flow of ideas, information, integrate, limitation, overreliance, plagiarism, print, purpose, relevant, search, source, task, text **The student will perform basic processes, such as:** • 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 grade-appropriate sources into written notes, a graphic organizer, or outline using explicit teacher direction or a teacher-provided template	**Sample Activities:** After instruction on gathering information from credible web sources, as a class students review a wide range of web sites using a teacher-provided template. After the review, students vote (using interactive learning devices such as "clickers" or by hand) to determine the class's position on the web sites' credibility. Students then explain why certain sites are more credible than others, referring to the 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**	

		SPEAKING AND LISTENING	
		Collaborative Discussions	
		Grades 11–12	
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 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 (SL.11–12.1): • 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 (SL.11–12.1a) • 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 (SL.11–12.1c) • 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 (SL.11–12.1d)	**Sample Activities:** After a homework reading of an appropriate text, students participate in a "scored discussion", in which they receive points for moving the discussion along, sharing a new insight, encouraging others to participate, responding in an appropriate and supportive manner to opposing viewpoints, and identifying new topics for discussion from the new ideas developed in the discussion. A follow-up activity might include students working in small groups or pairs to take the discussion farther and to prepare for a subsequent discussion.
	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: • challenge, claim, clarify, conclusion, contradiction, conversation, creative, discussion, divergent, diverse, evidence, exchange of ideas, explicit, idea, information, investigation, issue, perspective, pose, position, probe, question, reasoning, refer, research, resolve, respond, synthesize, text, topic, verify **The student will perform basic processes, such as:** • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed (SL.11–12.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion	**Sample Activities:** Prior to class discussion, students self-select into groups to prepare for discussion. Each group selects a discussion leader, a recorder, support members and "the loyal opposition". Given a topic introduced by a member of the group, the leader suggests ways to answer/develop the discussion, the recorder takes notes on the discussion on a piece of poster paper, support members attempt to develop the topic and "the loyal opposition" are charged with challenging the assumptions and answers the group develops. The group then leads the entire class in discussing the topic, sharing their process in an attempt to lead the class deeper into the topic.
	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	

SPEAKING AND LISTENING

Evaluate Presented Information

Grades 11–12

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:** • evaluate the credibility and accuracy of multiple grade-appropriate sources of information presented in diverse formats and media (e.g., 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 rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used (SL.11–12.3)		**Sample Activities:** At the end of a unit of study, where students give oral presentations by themselves or in groups, students are arranged in "expert groups," each group focusing on a specific unit-driven topic in which the students of the group dig deeper into their particular topics. During oral presentations by their peers, students in the "expert groups" bring their expertise to an evaluation of the information presented by their peers, determining the accuracy and relevance of the information presented. Each "expert group" meets with the speaker(s) after the presentations to debrief the presentation for rhetorical effectiveness (rhetorical devices, relevance and effectiveness of ideas, diction, tone) as well as the effectiveness of the argument as it relates to the topic of each "expert group".
	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:** • accuracy, credibility, data, decision, discrepancy, diverse, emphasis, evidence, format, idea, information, link, media, oral, point, point of view, premise, problem, quantitative, reasoning, rhetoric, source, stance, tone, visual **The student will perform basic processes, such as:** • 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 points of emphasis using explicit teacher direction or a teacher-provided template		**Sample Activities:** Students observe and evaluate the presentations of their peers using a template provided by the teacher. After specific instruction on evaluating an oral presentation, students can accurately identify the rhetorical choices the speaker(s) make, the accuracy and effectiveness of the information presented and the conclusion the speaker(s) wish the audience to see. Students then give positive and constructive feedback to their peers.
	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**		

	SPEAKING AND LISTENING		
	Speech Writing		
	Grades 11–12		
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:** • present grade-appropriate information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning (SL.11–12.4) • address alternative or opposing perspectives (SL.11–12.4) • use organization, development, substance, and style appropriate to purpose, audience, and task (SL.11–12.4)		**Sample Activities:** Using the activity described under Score 2.0 below, students create a speech that shows evidence of higher level learning, including specific information from texts studied in the unit showing evidence of new insights developed about the text from the perspective of the speech the student is writing, identifying and addressing opposing arguments, and strong evidence of planning for appropriate audience, purpose and task in creating the 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 specific vocabulary, such as:** • alternative, audience, convey, development, distinct, evidence, finding, information, opposing, organization, perspective, perspectives, purpose, reasoning, style, substance, support, task **The student will perform basic processes, such as:** • write a persuasive speech based on a teacher-provided template		**Sample Activities:** At the end of a unit of study in literature (American Revolution for example), students choose a unit-relevant topic and create a plan for a persuasive speech using a teacher-provided template based on one of the three forms of argumentation (Classical, Toulmin or Rogerian). Students then assume the character of one important author from the unit of study and write the speech as that character.
	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**		

		SPEAKING AND LISTENING	
		Presentation and Delivery	
		Grades 11–12	
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 grade-appropriate oral presentation techniques:** • make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (SL.11–12.5) • adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (SL.11–12.6)	**Sample Activities:** Using the assignment described in Score 2.0 below, the student adds to her presentation by using effective and relevant digital media, such as a Youtube video, a Prezi or a PowerPoint presentation, and makes substantial changes to the speech given a particular historical or literary context studied in the unit.
	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:** • audio, context, digital, element, English, evidence, finding, formal, graphical, interactive, interest, media, reasoning, strategic, task, textual, visual **The student will perform basic processes, such as:** • give a basic presentation following a teacher-provided template • incorporate a digital visual aid • deliver a speech appropriate for a teacher-specified context	**Sample Activities:** Following a unit of literature study (American Revolution for example), the student creates a persuasive speech as a character from the unit of study. The student gives the speech, as the character, dressing as the character, using any props that are appropriate, and in an engaging and effective manner.
	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*	

		LANGUAGE	
		Grammar	
		Grades 11–12	
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 command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.11–12.1):** • apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested (L.11–12.1a) • resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed (L.11–12.1b)	**Sample Activities:** Using the example below, the student goes on to create a contemporary blog entry, adjusting grammatical choices to contemporary American grammar.
	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:** • complex, consult, contested, convention, reference, usage **The student will perform basic processes, such as:** • use grade-appropriate grammar in isolation	**Sample Activities:** During a unit on contemporary American literature, students create a blog comparing and contrasting (for example) the electoral college's contribution to a Presidential election. Students draft and edit a blog entry as a past US President reacting to the electoral college's decision, using grade-appropriate grammar.
	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**	

LANGUAGE			
Capitalization and Punctuation			
Grades 11–12			
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 command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.11–12.2):** • observe hyphenation conventions (L.11–12.2a)		**Sample Activities:** When studying the poetry of Emily Dickinson, students examine the unconventional choices of capitalization and punctuation she made, explaining the difference with conventional punctuation and capitalization and explaining the effects of her choices.
	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:** • convention, hyphenation **The student will perform basic processes, such as:** • demonstrate the use of grade-appropriate conventions in isolation		**Sample Activities:** During the process of peer editing another student's essay, student demonstrates correct understanding of capitalization and punctuation conventions.
	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**		

	LANGUAGE	
	Spelling	
	Grades 11–12	
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:** • spell grade-appropriate words correctly when writing (L.11–12.2b)	**Sample Activities:** Students consistently spell grade-appropriate words when writing in-class essays and writing assignments.
	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:** • spell grade-appropriate words correctly in isolation	**Sample Activities:** Students participate in a "Jeopardy"-style game in which they accurately spell grade-appropriate 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**	

	LANGUAGE	
	Language Conventions	
	Grades 11–12	
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 apply grade-appropriate knowledge of language 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 (L.11–12.3): • vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading (L.11–12.3a)	**Sample Activities:** Following a study of two inaugural addresses (for example, John F Kennedy's and Barack Obama's First Inaugural), students write their own inaugural address as if they were just elected student body president, identifying syntactic choices and consulting references 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	The student will recognize or recall specific vocabulary, such as: • complex, effect, reference, syntax, text The student will perform basic processes, such as: • describe the impact of particular uses of syntax in a grade-appropriate text	**Sample Activities:** In a study of the "Declaration of Independence", students look closely at the sentence structure (as opposed to content), describing the impact of the syntactic choices the authors made. *(Hint: Provide students with a copy of the "Declaration" in which the words have been changed to a non-letter font with punctuation, allowing them to see repeated patterns at the beginning of sentences..)*
	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	

		LANGUAGE	
		Context Clues	
		Grades 11–12	
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 context (e.g., 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 (L.11–12.4a)	**Sample Activities:** In doing the activity described in Score 2.0 below, students go on to apply the process accurately to the entire editorial, drawing inferences about the overall effect of diction choices on the tone and theme of the selection.
	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:** • clue, context, function, meaning, paragraph, phrase, position, sentence, text, word **The student will perform basic processes, such as:** • demonstrate the use of context clues using structured sentences in isolation	**Sample Activities:** In a close reading of selected sentences from of an editorial from *Time* or *Newsweek,* students demonstrate the ability to determine key vocabulary words in context by oral commentary on the editorial.
	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**	

LANGUAGE			
Word Origins and Roots			
Grades 11–12			
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:** • correctly use grade-appropriate patterns of word changes that indicate different meanings or parts of speech *(e.g., conceive, conception, conceivable)* (L.11–12.4b)		**Sample Activities:** During daily personal writing, students demonstrate the use of weekly grammar rules as well as weekly Greek and Latin roots. They underline these adjustments and write an analysis of these choices at the end of their piece.
	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:** • meaning, part of speech, pattern **The student will perform basic processes, such as:** • recognize patterns of word changes that indicate different meanings or parts of speech (L.11–12.4b)		**Sample Activities:** During daily personal writing, students adjust words to meet patterns of use appropriate to the context. and underline the adjustments they have made. Students can then write an analysis of those choices at the end of their piece.
	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**		

LANGUAGE			
Reference Materials			
Grades 11–12			
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:** • consult general and specialized grade-appropriate reference materials (e.g., 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, its etymology, or its standard usage (L.11–12.4c) • verify the preliminary determination of the meaning of a grade-appropriate word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) (L.11–12.4d)		**Sample Activities:** Following the activity described in Score 2.0 below, students identify a word that they will research, and make an initial attempt at definition. After researching the word, they verify its correct meaning, pronunciation, grammatical usage and etymology, and create a Prezi in which they capture their research and present it to the class.
	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:** • clarify, context, determination, dictionary, digital, etymology, general, glossary, inferred meaning, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, specialized, standard usage, thesaurus, word **The student will perform basic processes, such as:** • demonstrate the use of general and specialized grade-appropriate reference materials in isolation		**Sample Activities:** During a unit in which students are required to research a topic, students demonstrate the ability to effectively use a site such as Visual Thesaurus (www.visualthesaurus.com) to accurately narrow their search. Students then go on to access online encyclopedias (such as World Book (www.worldbook.com) or Britannica (www.britannica.com) identifying timeliness as an advantage of online over print sources.
	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**		
	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**		