	READING	
	Questioning, Inference, and Interpretation	
	Grades 9–10	
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 (RL.9–10.1; RI.9–10.1)	**Sample Activities: After reading a passage from *The Narrative of the Life of Frederick Douglass, identify pieces of evidence to support the author's argument against slavery. Cite specific examples from Douglass's life to show why he would be against the practice of slavery.***
	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 **The student will perform basic processes, such as:** • describe what a grade-appropriate text says explicitly and draw logical inferences	**Sample Activities: Given a highlighted passage from *The Narrative of the Life of Frederick Douglass,* students will choose which statements best support the author's argument that he is against slavery.**
	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 9–10	
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 a theme or central idea over the course of a grade-appropriate text, including how it emerges and is shaped and refined by specific details (RL.9–10.2; RI.9–10.2) • provide an objective summary of a grade-appropriate text (RL.9–10.2; RI.9–10.2)	**Sample Activities: After reading the novel** *To Kill a Mockingbird*, **analyze how the theme of good vs. evil is shown throughout the text with a minimum of 4 pieces of textual evidence.**
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analyze, central idea, detail, development, emerge, objective, refine, shape, summarize, summary, text, theme **The student will perform basic processes, such as:** • determine a theme or central idea of a grade-appropriate text (RL.9–10.2; RI.9–10.2) • summarize a grade-appropriate text using a teacher-provided graphic organizer	**Sample Activities: From a list of several themes on a graphic organizer, choose 3 that would best support the story** *To Kill a Mockingbird*. **Then, describe which part of the story supports the themes you have chosen.**
	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 9–10	
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 complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a grade-appropriate text, interact with other characters, and advance the plot or develop the theme (RL.9–10.3)	**Sample Activities: Read the poem "Aaron Stark" by E.A. Robinson. Create a chart with two columns. On one side write down the conflicting motivations in the poem. On the other side, cite evidence from the poem to support those motivations.**
	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, character, complex, conflict, develop, interact, motivation, plot, text, theme **The student will perform basic processes, such as:** • describe the characters in a grade-appropriate text	**Sample Activities: After reading the poem "Aaron Stark" by E.A. Robinson, gather in groups. Discuss what type of person Aaron Stark is and what in the poem point you toward these characteristics.**
	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 9–10			
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 the author unfolds an analysis or series of ideas or events in a grade-appropriate text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them (RI.9–10.3)		**Sample Activities: After reading *Julius Caesar* by William Shakespeare, in a 5 paragraph essay, analyze the development of Antony character from *supporter* to *leader*.**
	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, analyze, author, connection, develop, event, idea, introduce, point, series **The student will perform basic processes, such as:** • describe how the author unfolds the analysis or series of ideas or events in a grade-appropriate text		**Sample Activities: After reading *Julius Caesar* by William Shakespeare, in a single paragraph, describe how Brutus is a tragic hero.**
	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 9–10		
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 cumulative impact of specific word choices on meaning and tone in a grade-appropriate text (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) (RL.9–10.4; RI.9–10.4) • analyze the role of figures of speech (e.g., euphemisms, oxymoron) in a grade-appropriate text (L.9–10.5a) • analyze nuances in the meaning of words with similar denotations in a grade-appropriate text (L.9–10.5b)	**Sample Activities: Analyze Miss Caroline's tone on Scout's first day of school in *To Kill a Mockingbird*. Write down the specific words from the text to support your opinion of her tone.**
	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, cumulative, denotation, euphemism, evoke, figurative, figure of speech, formal tone, impact, informal tone, interpret, language, meaning, nuance, oxymoron, place, role, similar, text, time, 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.9–10.4; RI.9–10.4) • interpret figures of speech (e.g., euphemisms, oxymoron) in context in a grade-appropriate text (L.9–10.5a)	**Sample Activities: Find where the use of the word CONVICT is throughout Charles Dickens's work *Great Expectations*. In small groups, figure out how this word changes meaning throughout 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	
Academic Vocabulary	
Grades 9–10	

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:** • determine the meaning of words and phrases as they are used in a grade-appropriate text, including technical meanings (RI.9–10.4) • demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.9–10.6)	**Sample Activities:** In small groups, give the students a passage from a novel, article, short story, and poem. Each student in the group needs to choose which they would like to read. As they are reading, have them write down words they don't know. Then, read their passage aloud to the group. Instead of reading the work they don't know; have them say a "Zzzzz" sound. Let the other members of the group fill in what they believe the missing word should be. Then compare this to the work the student wrote down.
	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, comprehension, domain-specific, expression, meaning, technical meaning, text, vocabulary **The student will perform basic processes, such as:** • acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at grade level (L.9–10.6)	**Sample Activities:** Give a small group of students 5-10 cards with words from their current reading they may not know. Then provide them with print dictionaries, online specialty dictionaries, thesaurus, etc. Have them dive into the books and come up with the definitions in their own 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	
Text Structures and Features	
Grades 9–10	

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 a grade-appropriate text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise (RL.9–10.5) • analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a grade-appropriate text (e.g., a section or chapter) (RI.9–10.5)		**Sample Activities: Listen to the song "Scenes from an Italian Restaurant" by Billy Joel. Describe the flashback during the song using the 5 parts of plot: Exposition, Rising Action, Climax, Falling Action, Resolution (Denouement).**
	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, analyze, author, chapter, claim, detail, develop, event, flashback, idea, manipulate, mystery, pacing, paragraph, parallel, plot, refine, section, sentence, series, structure, surprise, tension, text **The student will perform basic processes, such as:** • describe the structure of grade-appropriate texts • describe how the author lays out an analysis or series of ideas in a grade-appropriate text • describe how an author chooses to structure a grade-appropriate text, order events, and manipulate time		**Sample Activities: List the 5 parts of plot on the board. Listen to the song "Copacabana" by Barry Manilow. On the lyrics, highlight in different colors the areas of plot parts in the song.**
	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 9–10		
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 particular point of view or cultural experience reflected in a grade-appropriate work of literature from outside the United States, drawing on a wide reading of world literature (RL.9–10.6) • analyze how an author uses rhetoric to advance their point of view or purpose in a grade-appropriate text (RI.9–10.6)	**Sample Activities: In the novel *The Book Thief,* create a 5 paragraph essay of an analysis of Death's point of view in Nazi Germany. Cite specific examples from all parts of the book to show how the author provides this point of view.**
	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, cultural experience, literature, point of view, purpose, rhetoric **The student will perform basic processes, such as:** • describe how a particular point of view or cultural experience is reflected in a grade-appropriate work of literature • determine the author's point of view or purpose in a grade-appropriate text (RI.9–10.6)	**Sample Activities: In *Great Expectations*, list Pip's cultural experiences growing up in the Industrial Revolution. Then, choose a different character in the novel. Take the experiences you wrote for Pip and compare how that particular experience would have been different for your new 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**	

READING			
Visual/Auditory Media and Information Sources			
Grades 9–10			
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 representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., a person's life story in both print and multimedia) (RL.9–10.7; RI.9–10.7)		**Sample Activities: After reading *Romeo and Juliet*, choose a scene to reread. Then show that same scene from the Baz Luhrman movie adaptation. Compare and contrast the two.**
	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:** • absent, analyze, artistic, emphasize, medium, multimedia, print, representation, scene, subject, treatment **The student will perform basic processes, such as:** • compare and contrast the representation of a subject or key scene in two different mediums		**Sample Activities: After reading *Romeo and Juliet*, compare the character of Mercutio in his death scene in the play and in the Baz Luhrman movie adaptation.**
	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 9–10	
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 argument and specific claims in a grade-appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI.9–10.8) • identify false statements and fallacious reasoning in a grade-appropriate text (RI.9–10.8)	**Sample Activities: After watching a movie or TV show clip, analyze published reviews for this through a site such as IMDB.com or RottenTomatoes.com. Cite evidence from the clip to support or refute the claims made in the review.**
	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, claim, evidence, fallacious reasoning, reasoning, relevant, sufficient, text, valid **The student will perform basic processes, such as:** • delineate the argument and specific claims in a grade-appropriate text (RI.9–10.8) • identify examples of false statements and fallacious reasoning in isolation	**Sample Activities: After watching a political ad, write which statements made by the candidate are not based in fact. Discuss how this affects your feeling toward this candidate.**
	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 9–10	
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 draws on and transforms source material in a specific grade-appropriate work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (RL.9–10.9)	**Sample Activities: Read "The Gettysburg Address" and "I Have a Dream" speeches. How does MLK use "The Gettysburg Address" as a model for his "I Have a Dream" speech? Cite specific examples from each speech to support your claims.**
	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, source, theme, topic, transform The student will perform basic processes, such as: • identify examples of source materials in a specific grade-appropriate work	**Sample Activities: Using the same speeches as above, highlight passages that from each speech that show the 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	

READING		
Rhetorical Criticism		
Grades 9–10		
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 rhetorical features of seminal U.S. documents of historical and literary significance *(e.g.,* Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts (RI.9–10.9)	**Sample Activities: Read several examples of Inaugural Address speeches (such as Kennedy, Obama, etc.) Analyze how these have related themes over time. Cite examples.**
	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, concept, historical, literary, rhetorical feature, seminal, significance, theme **The student will perform basic processes, such as:** • identify rhetorical features of seminal U.S documents of historical and literary significance • identify themes and concepts from seminal U.S documents of historical and literary significance	**Sample Activities: Given a list of themes, choose which of these themes are used in Martin Luther King, Jr.'s "Letter from Birmingham Jail"**
	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 9–10	
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.9–10.10; RI.9–10.10)	**Sample Activities: While reading "Gift of the Magi" check for understanding using specific comprehension 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:** • 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: While reading "Gift of the Magi" use prediction charts to determine what the outcome will be.**
	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 9–10			
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.9–10.1):** • introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence (W.9–10.1a) • develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns (W.9–10.1b) • use words, phrases, and clauses 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.9–10.1c) • 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.9–10.1d) • provide a concluding statement or section that follows from and supports the argument presented (W.9–10.1e)		**Sample Activities: Read the article "Segregated High School Proms Divide Georgia Students". After reading, develop a claim for a solution to this issue. Support your claim with evidence from the article.**
	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, claim, clarify, clause, cohesion, concluding statement, convention, counterclaim, discipline, evidence, fair, formal style, introduce, limitation, link, norm, objective tone, opposing, organization, phrase, precise, reason, relationship, strength, support **The student will perform basic processes, such as:** • identify claims and counterclaims from teacher-provided examples • establish a claim and provide relevant evidence for the claim • write arguments using a teacher-provided template (which includes all of the 3.0 elements)		**Sample Activities: Choose from a list of claims (such as school uniforms for public schools). Research and find articles to support and refute your claim.**
	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 9–10	
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.9–10.2):** • introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension (W.9–10.2a) • develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (W.9–10.2b) • use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (W.9–10.2c) • use precise language and domain-specific vocabulary to manage the complexity of the topic (W.9–10.2d) • 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.9–10.2e) • 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.9–10.2f)	**Sample Activities:** Collect facts, details, quotations, and visual examples about GRAFFITI and whether it is vandalism or art. Write a persuasive 5-paragraph essay to illustrate your point. Make sure you sue formal organization (introduction w/ thesis, body, conclusion) and formal paragraphing structure (topic sentence, supporting details, evidence) in your writing.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • articulate, audience, clarify, cohesion, complex, comprehension, concept, concluding statement, concrete, connection, convention, definition, detail, discipline, distinction, domain-specific vocabulary, fact, figure, formal style, formatting, graphic, heading, idea, implication, information, link, multimedia, norm, objective tone, organize, precise, quotation, relationship, relevant, significance, sufficient, support, table, topic, transition **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:** Write a thesis statement about whether you believe graffiti is art or vandalism. Use a graphic organizer to create a template for a several paragraph paper based on your thesis.
	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 9–10		
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.9–10.3):** • engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters (W.9–10.3a) • use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters (W.9–10.3b) • use a variety of techniques to sequence events so that they build on one another to create a coherent whole (W.9–10.3c) • use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters (W.9–10.3d) • provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (W.9–10.3e)	**Sample Activities: Write a chapter that would appear in your own autobiography. Make sure to use specific details and vivid language in your descriptions of 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:** • character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, narrative, narrator, observation, orient, pacing, phrase, plot line, point of view, precise, problem, reflection, sensory, sequence, setting, situation, technique, vivid **The student will perform basic processes, such as:** • use a teacher-provided template for planning and organizing a narrative • engage in a writing process to draft and sequence a narrative using narrative techniques • write narratives using a teacher-provided template or graphic organizer	**Sample Activities: Using a graphic organizer, map out an event from your life. Make sure the event is in chronological order and that each event has a short description.**
	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 9–10		
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 the task, purpose, and audience (e.g., opinion, informative/explanatory, narrative, and research writing) (W.9–10.4)	**Sample Activities: Create a product or use a product you can find in stores. For this product, create two advertisements, one aimed at a child and one aimed at an adult.**
	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: Write an advice letter to an underclassman. Use appropriate language, slang, and nicknames to help them survive in your high school.**
	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 9–10			
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.9–10.5):** • planning • revising • editing • rewriting • trying a new approach		**Sample Activities: Create a variety of organizers to show approaches to writing (i.e. brainstorming, free-write, cluster, peer edit).**
	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: Given a specific topic, fill in a variety of teacher created graphic organizers that show how to pre-write for a longer essay.**
	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 9–10	
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.9–10.6) • link to other information and display information flexibly and dynamically (W.9–10.6)	**Sample Activities: Create a webinar, wikipage, blog or Prezi on a specific topic for a specific audience (i.e. TOPIC: Why should we recycle? AUDIENCE: 3rd graders)**
	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:** • dynamic, flexible, information, Internet, link, publish, technology, update **The student will perform basic processes, such as:** • demonstrate the features of various grade-appropriate technologies (e.g., word processor, blog, presentation software) • describe the ethical use of various grade-appropriate technologies	**Sample Activities: Students will receive a paper electronically on a word processing program. They must correct the formatting errors using the program's functions correctly.**
	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 9–10	
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 or solve a problem (W.9–10.7) • narrow or broaden the inquiry when appropriate (W.9–10.7) • synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation (W.9–10.7)		**Sample Activities: Choose a topic and research information about it using a variety of sources (books, internet, interview, etc.) Demonstrate an understanding of the topic through these sources.**
	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 synthesizing information collected from more than one source • write a research composition with appropriate citations		**Sample Activities: Given information on a topic from a variety of sources, demonstrate understanding of the subject.**
	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 9–10	
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.9–10.8) • assess the usefulness of each source in answering a grade-appropriate research question (W.9–10.8) • integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (W.9–10.8)	**Sample Activities: Research a natural disaster and its history. Create an informational brochure. Use a variety of sources (video, book, etc.) to create this. Cite your sources.**
	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:** • authoritative, citation format, digital, flow of ideas, information, integrate, plagiarism, print, question, relevant, research, search, source, text **The student will perform basic processes, such as:** • use a teacher-provided template or process to gather information • describe the characteristics of a useful source • paraphrase and incorporate information from three or more grade-appropriate sources into written notes, a graphic organizer, or outline using explicit teacher direction or a teacher-provided template	**Sample Activities: Read an informational brochure. Summarize the most important information in a graphic organizer or other 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 9–10			
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.9–10.1): • 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.9–10.1a) • propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions (SL.9–10.1c) • respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (SL.9–10.1d)		**Sample Activities: Conduct a Socratic Seminar based on a modern controversial topic. Use a common information text for all participants.**
	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: • agreement, challenge, clarify, conclusion, connection, conversation, disagreement, discussion, diverse, evidence, exchange of ideas, explicit, idea, issue, justify, perspective, point, pose, qualify, question, reasoning, refer, research, respond, summarize, text, theme, topic, verify, view, warranted **The student will perform basic processes, such as:** • work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed (SL.9–10.1b) • 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: In small groups, create a question to poll your peers. Decide in a small group how you will log the information. After gathering the information, discuss the results and present them to the rest 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		

SPEAKING AND LISTENING		
Evaluate Presented Information		
Grades 9–10		
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:** • integrate information from and evaluate the credibility and accuracy of multiple grade-appropriate sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) (SL.9–10.2) • evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL.9–10.3)	**Sample Activities: Define visual, quantitative and oral. Give each student a conspiracy theory to research. Find each of these formats to explain their topic. Then, evaluate what reasoning they use to convince others of their conspiracy.**
	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, distort, diverse, evidence, exaggerate, fallacious reasoning, format, information, media, oral, point of view, quantitative, reasoning, rhetoric, source, visual **The student will perform basic processes, such as:** • identify the characteristics of credible and accurate sources of information • identify evidence used by a speaker to support his or her message • identify a speaker's point of view and examples of exaggeration and fallacious reasoning	**Sample Activities: Give each student several articles about a specific conspiracy theory. Using a graphic organizer, document the evidence used to prove the conspiracy.**
	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 9–10			
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 clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (SL.9–10.4)		**Sample Activities: Give students a prompt such as "Why PB & J is the BEST sandwich" or "Why you should eat fruit every day". Have students prepare a speech on this topic with sound reasoning and organization for a group of adults and a group of children. Write how the presentations are different.**
	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, concise, development, evidence, finding, information, logical, organization, purpose, reasoning, style, substance, support, task **The student will perform basic processes, such as:** • write an informative speech based on a teacher-provided template		**Sample Activities: With a provided graphic organizer, fill in formation for a speech on a given 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	
		Presentation and Delivery	
		Grades 9–10	
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 (SL.9–10.5) • adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.9–10.6)	**Sample Activities: Use digital media (Prezi, PPT, film clips, etc.) to present information on a specific topic to a specific audience.**
	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, evidence, finding, formal English, graphical, interactive, media, reasoning, strategic, task, textual, visual **The student will perform basic processes, such as:** • use simple digital media in presentations (e.g., PowerPoint) • adapt speech to a specified context	**Sample Activities: Create a PPT presentation to give to a specific audience on a specific topic as decided by the teacher.**
	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	
	Grammar	
	Grades 9–10	
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.9–10.1): • use parallel structure (L.9–10.1a) • use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings (L.9–10.1b)	**Sample Activities:** Given a sample piece of writing from a newspaper or magazine, have students find examples of the incorrect or correct use of parallel structure. Also, identify and label at least three different types of phrases they find.
	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: • absolute phrase, adjectival phrase, adverbial clause, adverbial phrase, dependent clause, independent clause, noun clause, noun phrase, parallel, participial phrase, prepositional phrase, relative clause, structure, verb phrase The student will perform basic processes, such as: • use grade-appropriate grammar in isolation	**Sample Activities:** Provide sentences in isolation. Ask students to identify what phrases and clauses are in each sentence.
	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 9–10	
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.9–10.2):** • use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (L.9–10.2a) • use a colon to introduce a list or quotation (L.9–10.2b)	**Sample Activities: Have students create a paragraph on a given topic. The Paragraph must contain at least 3-5 places where a semi-colon or colon is used correctly.**
	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:** • semicolon, independent clause, colon **The student will perform basic processes, such as:** • demonstrate the use of grade-appropriate conventions in isolation	**Sample Activities: Give students isolated sentences in which a semi-colon or colon is required or used improperly. Have them correct these 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	

		Spelling	

		Grades 9–10	

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.9–10.2c)		Sample Activities: Using a piece of writing, have students correct any spelling errors they find.
	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: Using a list of commonly misspelled words, read a list of words aloud. Have students do their best to spell them. Then, check for corrections that are needed. Analyze as a class why these particular words are so hard to spell for many.
	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 9–10			
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.9–10.3):** • write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type (L.9–10.3a)		**Sample Activities: Using a style manual book or online resource, have students identify what style each piece of their writing adheres to.**
	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:** • conform, discipline, edit, guideline, style manual **The student will perform basic processes, such as:** • demonstrate the use of a style manual		**Sample Activities: Give students several pieces of writing. Using a style manual book or online, have them identify which style the writing is using.**
	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 9–10	

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 or paragraph; a word's position or function in a sentence) as a clue to the meaning of a grade-appropriate word or phrase (L.9–10.4a)		**Sample Activities: Given a piece of writing, have students identify any words they are not familiar with and define them. Then, for each word have them analyze whether they figured out the meaning through example, restatement or definition.**
	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, word **The student will perform basic processes, such as:** • demonstrate the use of context clues using structured sentences in isolation		**Sample Activities: Give students sentences with vocabulary words in them. Ask them to find the meaning of the word through example, restatement and definition.**
	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 9–10	
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., *analyze, analysis, analytical; advocate, advocacy*) (L.9–10.4b)			**Sample Activities: Give students a piece of writing in standard formal English. Then, have them rewrite it in text language, or some other variation other than standard English.**
	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.9–10.4b)			**Sample Activities: Give students the same sample of writing in standard English and another form/ pattern (i.e. text). Ask them to discuss if this changes how the reader feels about the passage and if it is understandable.**
	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 9–10	
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, or its etymology (L.9–10.4c) • 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.9–10.4d)	**Sample Activities: Use reference materials in discovering word meanings throughout their paper and coursework.**
	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, 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: Give students specific vocabulary words to look up in reference materials.**
	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**	