



**URBANDALE**  
COMMUNITY SCHOOL DISTRICT

# **11/12 Grade ELA**

Learning Requirements & Proficiency Scales

## **What are grade level learning requirements and how should they be used?**

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

## **What are proficiency scales and how should they be used?**

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

## Grade for Learning Implementation Expectations

### How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (proficiency level) for a learning requirement is determined by using each individual proficiency scale that is nested within a learning requirement. For example, a learning requirement may have three proficiency scales for each component within a learning requirement. Each proficiency scale informs the final score as seen in the example below.

Learning Requirement	Proficiency Scale
I can analyze text organization and structure	Analyze text organization
	Analyze text structure
	Analyze author's choices

Teachers should use the proficiency scales nested under a learning requirement to assess pieces of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity should be tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and/or review the evidence for level 2.0 or 4.0.

In the example below, the student has received scores for each proficiency scale nested within the learning requirement. The final score on the learning requirement is determined by the lowest score amongst the proficiency scales as shown below. If a letter grade is determined, each final score for a learning requirement is equivalent to a score of 0-100. Each of those scores are then averaged to generate a letter grade using the traditional grading scale.

Learning Requirement	Final Score	Proficiency Scale	Final Score
I can analyze text organization and structure	2.0	Analyze text organization	3.0
		Analyze text structure	3.0
		Analyze author's choices	2.0

A learning requirement should only be reported out on when there is evidence for each proficiency scale nested within the learning requirement. In the example above, if evidence had not been collected for solving division problems the learning requirement would not be reported out on the progress report.

## The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.

Deeper level of application of learning requirement related to grade level standard.

Grade level understanding and application of standard.

Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.

<b>Learning Requirement:</b> I can analyze text organization and structure.		
<b>Prioritized Standard:</b> RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"><li>Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 &amp; RL.6.5)</li></ul>	For example, evaluate how the structure of Robert Frost's "The Road Not Taken" develops the themes within the poem
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> Explain how each major section of a text contributes to the overall organizational structure of the text (RI.6.5, RL.6.5)  Explain how each line or stanza of a poem contributes to the overall organizational structure of the text (RL.6.5)	For example, explain how each paragraph of Mike Stobbe's "Can Fluoride Be Too Much of a Good Thing?" at <a href="http://tweentribune.com">tweentribune.com</a> contributes to the text's problem/solution structure  For example, explain how the first line, second stanza, and final lines of "Harlem," also known as "Dream Deferred," by Langston Hughes uses a series of questions to create a causation structure
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as:</b> (RI.6.5) <ul style="list-style-type: none"><li>Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison).</li><li>Identify words in a sentence or section that indicate various text structures (such as <i>for example, characteristics of</i> indicate a description structure; <i>first, next, finally</i> indicate a sequence structure; <i>because of, as a result of</i> indicate a causation structure; <i>issue, response, problem</i> indicate a problem/solution structure; <i>unlike, similar</i> indicate a comparison structure).</li><li>Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text.</li></ul> <b>The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as:</b> (RL.6.5) <ul style="list-style-type: none"><li>Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas).</li><li>Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud).</li><li>Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content.</li></ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.

Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.

The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher

and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

## Grade 11th/12th ELA Learning Requirements & Proficiency Scales

American Literature & Writing Units	Learning Requirements
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze text organization and structure.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze ideas and themes.
Unit 1 Unit 2 Unit 3	I can analyze claims, evidence, and reasoning.
Unit 1 Unit 2 Unit 5 Unit 6	I can analyze narratives.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can analyze points of view and purpose.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze style and tone.

Unit 2 Unit 5	I can compare texts.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze language.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can write using text organization and structure.
Unit 1 Unit 3 Unit 4 Unit 5	I can write using claims, evidence and reasoning.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can use sources and research to support my writing.
Unit 2 Unit 6	I can write narratives.
Unit 1 Unit 3 Unit 4 Unit 5 Unit 6	I can strengthen my writing through revision.
Unit 1 Unit 2	I can edit my writing to accurately communicate.

<b>Unit 3</b> <b>Unit 4</b> <b>Unit 5</b> <b>Unit 6</b>	
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**Learning Requirement: I can analyze text organization and structure.**

**Prioritized Standard:**

RL11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contributes to its overall structure and meaning as well as its aesthetic impact.  
RI11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**Supporting Standard:** L11-12.3a

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Decide how choices in text organization and structure influence a reader's understanding and reactions to a text (RL11-12.5, RI11-12.5)</li></ul>	For example, analyze the different text structures used throughout "Abraham Lincoln and the Self-Made Myth"; decide why the author, Richard Hofstadter, chose to switch between these structures in different sections of the text; and describe the impact of his choices on a reader's understanding of Abraham Lincoln and American society
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Evaluate the impact and effectiveness of an author's choices in text organization (RL11-12.5, RI11-12.5)</b>  <b>Evaluate an author's use of multiple organization structures (RL11-12.5, RI11-12.5)</b>	For example, judge the effectiveness of Oscar Wilde's organization of events in <i>The Importance of Being Earnest</i> in terms of how well it contributes to the development of the text and the various comedic situations that arise  For example, explain how the use of various structures in Brian Switek's "The Giant Squid: Dragon of the Deep" creates a more complex depiction of the giant squid; alternatively, explain how Elizabeth Bishop's use of various structures enhances the content of the poem "Sestina"
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary (for example, <i>flash-forward</i>) and perform basic processes such as: (RL11-12.5, RI11-12.5)</b> <ul style="list-style-type: none"><li>Create a timeline of events in a text.</li><li>Identify the use of foreshadowing, flashbacks, and flash-forwards.</li><li>Describe how the context or plot elements of a text are introduced.</li><li>Describe how the conflict or argument of a text is resolved.</li></ul> <b>The student will recognize or recall specific vocabulary (for example, <i>ballad, distinction, elegy, epic, pastoral, ode</i>) and perform basic processes such as: (RL11-12.5, RI11-12.5)</b> <ul style="list-style-type: none"><li>Describe common text structures (such as description, sequence, causation, problem/solution, comparison).</li></ul>	

	<ul style="list-style-type: none"><li>• Identify the text structures used throughout a text.</li><li>• Identify the overarching text structure that governs a text.</li><li>• Identify and describe different poetic forms (such as elegy, sestina, sonnet, villanelle)</li></ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

## Learning Requirement: I can analyze ideas and themes.

### Prioritized Standard:

RL11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Evaluate multiple themes and ideas within a text and describe how they relate to a cultural or literary movement of that time (RI11-12.9)</li> </ul>	For example, identify the themes in "Solitude and Society" by Ralph Waldo Emerson, explain how they reflect or contrast with the beliefs of the Transcendentalists, and determine how effectively they are presented
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Evaluate the development of an idea or theme over the course of a text (RL11-12.2, RI11-12.2, RI11-12.3)</b>  <b>Analyze the interaction between important ideas or themes within a text (RL11-12.2, RI11-12.2, RI11-12.3)</b>	For example, select a theme from Fyodor Dostoevsky's <i>Crime and Punishment</i> , such as the causes of alienation and loneliness or the effects of guilt, and judge how effectively the theme is developed throughout the book  For example, read all or a portion of Walt Whitman's "Song of Myself" and describe how themes, such as those of individuality and collectivity, relate and interact throughout the poem
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary (for example, <i>rhetorical device</i>) and perform basic processes such as: (RL11-12.2, RI11-12.2, RI11-12.3)</b> <ul style="list-style-type: none"> <li>Annotate rhetorical devices used to develop a main idea.</li> <li>Annotate words and phrases that alter a reader's understanding of a theme or main idea.</li> <li>Create a list of the details or events throughout a text that change a reader's understanding of a theme or idea.</li> <li>Summarize what is known about a theme or main idea at different stages of reading a text.</li> </ul> <b>The student will recognize or recall specific vocabulary (for example, <i>interact</i>) and perform basic processes such as: (RL11-12.2, RI11-12.2, RI11-12.3)</b> <ul style="list-style-type: none"> <li>Determine two or more main ideas or themes in a text.</li> <li>Describe the relationships between two or more themes or main ideas.</li> <li>Describe how each theme or main idea in a text changes or clarifies the purposes in the text.</li> </ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

**Learning Requirement: I can analyze claims, evidence, and reasoning.**

**Prioritized Standard:**

RI11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

SL11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL11-12.3 Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Supporting Standard: SL11-12.1c**

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Compare how two texts with similar claims use rhetoric and evidence to assert their arguments and combat opposing arguments, using inferences drawn from the texts and context to explain why the two writers' approaches to their claims differ or if one's approach is more effective (RI11-12.8, RI11-12.9)</li></ul>	For example, compare Elizabeth Cady Stanton's "Declaration of Sentiments and Resolutions" to Hillary Clinton's "Women's Rights are Human Rights" and describe similarities and differences between the presentation of each text's argument as well as possible reasons for why these similarities or differences exist
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Evaluate the rhetorical aspects of an argument (RI11-12.8, RI11-12.9, SL11-12.3)</b>  <b>Evaluate an argument's use of reasons and evidence (RI11-12.9, SL11-12.1d, SL11-12.3)</b>  <b>Evaluate the reasoning in historical, political, and legal texts (RI11-12.8, RI11-12.9)</b>	<p>For example, decide whether Frederick Douglass' use of rhetoric to draw listeners' attention to the issue of slavery in his speech "What to the Slave is the Fourth of July?" is effective</p> <p>For example, decide whether the logic and strength of the evidence given in The Declaration of Independence for the withdrawal of the United States from the British Crown is adequate</p> <p>For example, decide whether the reasoning in New Jersey v. T. L. O. is grounded in constitutional support</p>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b>	<b>The student will recognize or recall specific vocabulary (for example, <i>rhetoric</i>) and perform basic processes such as: (RI11-12.8, RI11-12.9, SL11-12.3)</b> <ul style="list-style-type: none"><li>Describe pathos, logos, and ethos.</li><li>Annotate sections of a text that appeal to a reader's emotions (such as descriptive words with strong emotional connotations).</li></ul>	

Approaching Grade Level Standard	<ul style="list-style-type: none"> <li>• Annotate sections of a text which present facts, data, or other verifiable evidence.</li> <li>• Count how many times (approximately) an author uses particular rhetorical strategies and note if one is used more frequently than others.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>backing</i>) and perform basic processes such as: (RI11-12.9, SL11-12.1d, SL11-12.3)</b></p> <ul style="list-style-type: none"> <li>• Annotate the claims and evidence given in a text.</li> <li>• Describe the grounds, backing, and qualifiers given for a text's central claim.</li> <li>• Annotate sections in a text where an opposing claim is addressed.</li> <li>• Describe the grounds, backing, and qualifiers given for an opposing claim in a text.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>constitutional, precedence</i>) and perform basic processes such as: (RI11-12.8, RI11-12.9)</b></p> <ul style="list-style-type: none"> <li>• Annotate evidence that links an argument to constitutional support (in legal texts).</li> <li>• Describe how precedence affects legal arguments.</li> <li>• Create an outline of the argument presented throughout a text.</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>
0.0	Even with help, no understanding or skill demonstrated.

**Learning Requirement:** I can analyze narratives.

**Prioritized Standard:**

RL11-12.3 Analyze the impact of the author's choice regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> <li>Decide how a motif or symbol is developed in a text through patterns of character behavior, events, or description and explain its importance in relation to the central conflict of the text (RL11-12.3)</li> </ul>	For example, describe how rain acts as a symbol in Ernest Hemingway's <i>A Farewell to Arms</i> and describe what it reveals about the novel's resolution
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	The student will: Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative (RL11-12.3)	For example, describe how Toni Morrison's use of a four-season structure in her novel <i>The Bluest Eye</i> interacts with character development and critical aspects of the plot
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>atmosphere</i> , <i>diction</i> , <i>motif</i> ) and perform basic processes such as: (RL11-12.3) <ul style="list-style-type: none"> <li>Annotate words and phrases that describe the setting of a text.</li> <li>Annotate sections of a text that develop characters through dialogue, description, or character action.</li> <li>Identify events that serve as the turning points or the climax of a narrative.</li> </ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

**Learning Requirement: I can analyze points of view and purpose.**

**Prioritized Standard:**

RL11-12.6 Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)

RI11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

SL11-12.3 Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Decide how an author uses satire or irony as well as point of view to challenge expectations or common practice (RL11-12.6, RI11-12.6, RI11-12.9, SL11-12.3)</li> </ul>	For example, explain how Jonathan Swift's use of point of view and satire in "A Modest Proposal" challenges the treatment of the lower classes and the Irish by the British Commonwealth and seeks to turn the audience against this treatment; alternatively, explain how Ambrose Bierce uses point of view and irony to thwart audience expectations in "An Occurrence at Owl Creek Bridge"
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole (SL11-12.3, RI11-12.6, RL11-12.6)</b>  <b>Analyze how an author's content and rhetorical choices communicate a text's purpose (RL11-12.6, RI11-12.6)</b>  <b>Analyze situations in which the intent or purpose of a text is not literally or directly stated (RL11-12.6, RI11-12.9)</b>	For example, analyze why William Faulkner switches between multiple points of view in <i>As I Lay Dying</i> and how these points of view add to a reader's understanding of the text  For example, examine how W. E. B. Dubois approaches the examination of race relations in "Of Our Spiritual Strivings" and describe how his use of rhetoric and content choices reveal his purpose  For example, examine a scene in William Shakespeare's <i>The Tragedy of Hamlet</i> where irony is present in the interaction and knowledge of two or more characters and describe the purpose of the scene
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	<b>The student will recognize or recall specific vocabulary (for example, <i>reliable</i>, <i>unreliable</i>) and perform basic processes such as: (SL11-12.3, RI11-12.6, RL11-12.6)</b> <ul style="list-style-type: none"> <li>Describe the differences between limited and omniscient points of view.</li> <li>Describe the difference between reliable and unreliable narrators.</li> </ul>	



<p><b>2.0</b> Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> <li>• Highlight words or phrases that reveal the opinion of an author or speaker.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>rhetorical</i>) and perform basic processes such as: (RL11-12.6, RI11-12.6)</b></p> <ul style="list-style-type: none"> <li>• Describe possible purposes for employing different rhetorical strategies.</li> <li>• Highlight sections of a text where an author poses debatable questions or omits expected information.</li> <li>• Describe why an author might have chosen not to include more details or a conclusion about a topic.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>satire, situational irony, verbal irony</i>) and perform basic processes such as: (RL11-12.6)</b></p> <ul style="list-style-type: none"> <li>• Identify passages in a text where a reader's knowledge is different than the characters'.</li> <li>• Identify passages in a text where one character's knowledge about an event is different than another's.</li> <li>• Identify passages in a text where what is said is not the same as what a character means.</li> <li>• Identify outcomes in a text that refute the audience's expectations.</li> <li>• Annotate passages in a text where situations or character behavior seem absurd or unexpected.</li> </ul>
<p><b>1.5</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>1.0</b> Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p><b>0.0</b></p>	<p>Even with help, no understanding or skill demonstrated.</p>

**Learning Requirement: I can analyze style and tone.**

**Prioritized Standard:**

RL11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RI11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Evaluate how the style and tone of a text differentiate a writer's approach to a topic or theme from the approach of another writer to the same topic or theme (RL11-12.4, RI11-12.6)</li></ul>	For example, describe how Ezra Pound's stylistic choices in the translation "The River Merchant's Wife: A Letter" compare to a more directly translated version of the poem by Li Po, "A Poem of Changgan," and explain why Ezra Pound may have made those stylistic and tonal choices in his translation
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Analyze how an author's stylistic choices affect a text's impact on a reader (RI11-12.6)</b>  <b>Analyze the tone of a text (RL11-12.4)</b>	For example, explain how the stream-of-consciousness style in William Faulkner's <i>As I Lay Dying</i> impacts a reader's understanding of characters, events, and the resolution of the narrative; alternatively, examine the style of Billy Collins' "Man Listening to Disc" and explain how Collins' stylistic choices help a reader relate to, or feel intimately part of, the speaker's perspective).  For example, explain how G. K. Chesterton's tone reveals his disdain for books that promise to help a reader find success in "The Fallacy of Success"
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary (for example, <i>assonance</i>, <i>caesura</i>, <i>consonance</i>, <i>couplet</i>, <i>form</i>, <i>metrical foot</i>, <i>poetic device</i>) and perform basic processes such as:(RI11-12.6)</b> <ul style="list-style-type: none"><li>Annotate rhetorical devices throughout a text.</li><li>List types of rhetorical devices and their purposes.</li><li>Highlight and annotate poetic devices in a text.</li><li>Describe the genre or form of a text.</li><li>Describe how language choices and rhetorical devices contribute to the style of a text.</li></ul> <b>The student will recognize or recall specific vocabulary (for example, <i>formal</i>, <i>informal</i>) and perform basic processes such as: (RL11-12.4)</b> <ul style="list-style-type: none"><li>Compare formal and informal tones.</li><li>Compare subjective and objective tones.</li></ul>	

	• Describe what kind of tone might be used in different genres or forms of writing.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

## Learning Requirement: I can compare texts.

### Prioritized Standard:

RL11-12.7 Analyze multiple interpretations of a 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. (Include at least one play by Shakespeare and one play by an American dramatist)

RL11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Decide how effectively a text reinterprets or transforms a source text to communicate something new about its themes, main ideas, characters, or events (RL11-12.7)</li> </ul>	For example, explain how John Gardner's depiction of the monster from <i>Beowulf</i> in his novel <i>Grendel</i> comments on and contrasts with many of the prominent themes, characters, and events in <i>Beowulf</i> and make an argument about the purpose or intent of this interpretation
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Compare the treatment of similar themes in texts of historical or literary significance (RL11-12.9)</b>  <b>Analyze multiple interpretations of a text (RL11-12.7)</b>	For example, explain how Jane Austen's <i>Pride and Prejudice</i> and Charlotte Brontë's <i>Jane Eyre</i> examine the limitations of social class and to what extent each criticizes class hierarchy  For example, watch several filmed versions of a critical scene in William Shakespeare's <i>The Tragedy of Hamlet</i> and compare how each film emphasizes, stylizes, and interprets elements of the source text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary (for example, <i>universal theme</i>) and perform basic processes such as: (RL11-12.9)</b> <ul style="list-style-type: none"> <li>List common themes found in texts (such as person vs. self, person vs. society, person vs. nature, person vs. person).</li> <li>Identify common archetypes (such as the hero's journey, the coming-of-age tale, the evil stepparent, the mentor).</li> <li>Identify one or more themes present in two or more texts.</li> <li>Annotate words or phrases that develop a theme throughout a text.</li> <li>Describe the development of the themes in a text.</li> </ul> <b>The student will recognize or recall specific vocabulary (for example, <i>source text</i>) and perform basic processes such as: (RL11-12.7)</b> <ul style="list-style-type: none"> <li>Describe important elements in a text (such as setting, plot, characters).</li> <li>Compare the elements of a source text and its interpretation.</li> <li>Compare the experience of reading a source text to watching or listening to its interpretation.</li> </ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

## Learning Requirement: I can analyze language.

### Prioritized Standard:

RL11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RI11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

L11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

L11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L11-12.5b Analyze nuances in the meaning of words with similar denotations.

### Supporting Standard: L11-12.3, L11-12.4, L11-12.4a, L11-12.4c, L11-12.4d

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Evaluate how an author uses patterns of word choice to reveal details about the characters, setting, events, ideas, or themes in a text and make an argument about why the author chose to use those patterns (RL11-12.4, RI11-12.4)</li></ul>	For example, explain why Zora Neale Hurston chose to use formal and figurative language for the descriptions but wrote a significant amount of the dialogue in Southern dialect in <i>Their Eyes Were Watching God</i>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Analyze the development of important terms throughout a text (RL11-12.4, RI11-12.4)</b>  <b>Analyze the meaning and role of figurative language in context (L11-12.5, L11-12.5a)</b>  <b>Analyze connotations and other nuances in word meaning (L11-12.5, L11-12.5b)</b>  <b>Identify word changes that affect meaning, including part of speech (L11-12.4b)</b>	<p>For example, explain how the situations and events in “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya develop multiple meanings of the word <i>censorship</i> and describe the implications associated with its definitions</p> <p>For example, explain how figurative language in “The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer develops the deli as a symbol for its customer</p> <p>For example, generate a list of synonyms for a word and describe the connotation of each synonym and when it might be used</p> <p>For example, explain why the terms <i>collaborate</i>, <i>collaboration</i>, and <i>collaborative</i> have different meanings and use each word appropriately in a sentence</p>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

<p><b>2.0</b> Approaching Grade Level Standard</p>	<p>The student will recognize or recall specific vocabulary (for example, <i>connotation</i>, <i>denotation</i>) and perform basic processes such as: (RL11-12.4, RI11-12.4)</p> <ul style="list-style-type: none"> <li>• Describe how a word or phrase is illustrated or portrayed in different passages of a text.</li> <li>• Describe possible connotative meanings of a repeated word or phrase.</li> <li>• Compare how a word or phrase is used in a text to how it might be used in everyday life.</li> </ul> <p>The student will recognize or recall specific vocabulary (for example, <i>figurative language</i>) and perform basic processes such as: (L11-12.5, L11-12.5a)</p> <ul style="list-style-type: none"> <li>• Annotate figurative language in a text.</li> <li>• Annotate the text surrounding an instance of figurative language for clues about its meaning.</li> <li>• Describe the connotations, feelings, or images that might be associated with an instance of figurative language.</li> </ul> <p>The student will recognize or recall specific vocabulary (for example, <i>colloquialism</i>, <i>emotional appeal</i>) and perform basic processes such as: (L11-12.5, L11-12.5b)</p> <ul style="list-style-type: none"> <li>• Annotate words or phrases that are slang or colloquialisms.</li> <li>• Highlight context clues that might reveal the connotation of a word.</li> <li>• Describe how the connotative meaning of a word could be used to create an emotional appeal.</li> </ul> <p>The student will recognize or recall specific vocabulary (for example, <i>etymology</i>, <i>part of speech</i>) and perform basic processes such as: (L11-12.4b)</p> <ul style="list-style-type: none"> <li>• Use a dictionary or glossary to learn more about a word's meaning or etymology.</li> <li>• Describe how the meaning and use of a word changes depending on its part of speech.</li> <li>• Use affixes to change a word's meaning or part of speech.</li> </ul>
<p><b>1.5</b></p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p><b>1.0</b> Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p><b>0.0</b></p>	<p>Even with help, no understanding or skill demonstrated.</p>

**Learning Requirement: I can write using text organization and structure.**

**Prioritized Standard:**

W11-12.1a 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.

W11-12.1c 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.

W11-12.1e Provide a conclusion statement or section that follows from and supports the argument presented.

W11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W11-12.2a 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.

W11-12.2c 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.

W11-12.2f 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).

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Decide which text structure(s) would best support an evaluation of a topic or text and create an analytical or argumentative text using the text structure(s) (W11-12.2)</li> </ul>	For example, synthesize information from multiple sources about teenage tobacco use and compose a text with a comparison structure, a problem/solution structure, a causation structure, or a combination of structures to make an argument about this topic; explain why the chosen structure(s) is/are best suited to the sources
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b>  <b>Create introductions and conclusions for analytical texts that unify the text and reveal the significance of a topic (W11-12.1a, W11-12.1e, W11-12.2a, W11-12.2f)</b></p> <p><b>Use transitions and syntax to link sections of a text and create cohesion (W11-12.1c, W11-12.2c)</b></p> <p><b>Organize content logically so that each element builds on what came before it (W11-12.1a, W11-12.2a)</b></p>	<p>For example, create introductory and conclusion paragraphs that outline and summarize the argument of a text and illustrate the importance of the analysis by relating it to universal themes, related observations, or possible solutions</p> <p>For example, when constructing a comparison text, use transitions such as <i>similarly</i> and <i>unlike</i> to show relationships between the content and use syntax to draw a reader's attention to critical information</p> <p>For example, organize the claims in a text so that each claim strengthens the evidence that came before it and develops a reader's understanding of the thesis</p>



2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, <i>analysis, significance</i>) and perform basic processes such as: W11-12.1a, W11-12.1e, W11-12.2a, W11-12.2f)</b></p> <ul style="list-style-type: none"> <li>• Create a thesis statement that outlines a clear stance.</li> <li>• Introduce the points of analysis in the introduction of a text.</li> <li>• Reference the thesis in the conclusion of a text.</li> <li>• Summarize the argument or analysis in the conclusion of a text.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>compound-complex sentence</i>) and perform basic processes such as: (W11-12.1c, W11-12.2c)</b></p> <ul style="list-style-type: none"> <li>• Describe the purpose of transitions in a text.</li> <li>• Describe which text structures or relationships between claims exist in a text.</li> <li>• Describe how syntax can be used to add emphasis (such as through sentence pattern, length, punctuation).</li> <li>• Use a variety of sentence types (such as simple, compound, complex, compound-complex).</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>claim, cohesion, evidence, example, logic</i>) and perform basic processes such as: (W11-12.1a, W11-12.2a)</b></p> <ul style="list-style-type: none"> <li>• Create an outline of a text with a thesis, claims, reasons, and evidence.</li> <li>• State how a new claim relates to a claim made in a previous section of a text.</li> <li>• Explain how claims or reasons relate to the thesis of a text.</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

**Learning Requirement: I can write using claims, evidence, and reasoning.**

**Prioritized Standard:**

RL11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W11-12.1a 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.

W11-12.1b 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.

**Supporting Standard: SL11-12.4**

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Choose the strongest claim for an argument and an appropriate counterclaim by evaluating the available evidence (RL11-12.1, RI11-12.1, W11-12.1a)</li></ul>	For example, after reading provided sources about the rising costs of college, unemployment rates for students after graduation, and the long-term benefits of a college education, make an argument using the evidence provided and choose a counterclaim that could be discussed and refuted in the analysis; texts could include the National Center for Education Statistics' "Employment Rates of College Graduates," Jeffrey J. Selingo's "Is College Worth the Cost? Many Recent Graduates Don't Think So," and Liz Weston's "Why College Is Still Worth It Even Though It Costs Too Much"
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Define precise claims and counterclaims by distinguishing them from alternatives (RL11-12.1, RI11-12.1, W11-12.1a)</b>  <b>Support claims and counterclaims using relevant, sufficient, and logical evidence (W11-12.1, W11-12.1a, W11-12.1b)</b>  <b>Strengthen claims using valid reasoning (W11-12.1a, W11-12.1b)</b>	<p>For example, clearly articulate a stance about how social media does or does not cause young adults to feel isolated as well as a counterclaim that can be disproven through the use of well-chosen evidence</p> <p>For example, defend the claim that Jane Austen satirizes societal expectations in <i>Pride and Prejudice</i> using textual evidence, such as quotations, paraphrasing, and inferences, to support the claim</p>

		For example, plan the reasoning for an analytical text by mapping the premises that support the conclusion and the evidence that leads to the premises and conclusion
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, <i>claim</i>) and perform basic processes such as: (RL11-12.1, RI11-12.1, W11-12.1a)</b></p> <ul style="list-style-type: none"> <li>• Describe the grounds and backing that support a claim.</li> <li>• Describe any qualifiers for a claim.</li> <li>• Suggest several counterclaims to a central claim.</li> <li>• Describe how the evidence for a claim could refute a counterclaim.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>relevant, sufficient</i>) and perform basic processes such as: (W11-12.1, W11-12.1a, W11-12.1b)</b></p> <ul style="list-style-type: none"> <li>• Annotate a text for specific examples and supporting evidence.</li> <li>• Rank evidence according to relevance for the claims in a text.</li> <li>• Explain what the evidence for a claim specifically illustrates or proves.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>anecdotal fallacy, appeal to authority, red herring</i>) and perform basic processes such as: (W11-12.1a, W11-12.1b)</b></p> <ul style="list-style-type: none"> <li>• Describe common logical fallacies (such as ad hominem attack, anecdotal fallacy, red herring, appeal to authority).</li> <li>• Explain what makes an argument valid or invalid.</li> <li>• Rewrite the argument of a text as a set of premises and a conclusion.</li> </ul>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can use sources and research to support my writing.

**Prioritized Standard:**

RI11-12.7 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.

W11-12.2b 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.

W11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Supporting Standard:** RL11-12.2, W11-12.9

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"><li>Investigate a modern or historical issue and use research to support a conclusion about the effects of that issue on literature from that time (RI11-12.7)</li></ul>	For example, use research to support a conclusion about WWII's impact on literary trends during the latter half of the twentieth century and works such as Joseph Heller's <i>Catch 22</i> or Arthur Miller's <i>Death of a Salesman</i> or Arthur Miller's <i>The Crucible</i>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <b>Determine a specific focus for a research project, adjusting the focus based on findings, as necessary (W11-12.2b)</b>  <b>Integrate information from various sources in different media and formats when responding to a question or problem (RI11-12.7, W11-12.7, SL11-12.2)</b>  <b>Synthesize information from various sources, fairly representing a range of perspectives on a topic (RI11-12.7, W11-12.7, SL11-12.2)</b>	<p>For example, define a specific research question for a general topic related to current events, such as immigration, and find sources to support a conclusion about the research question</p> <p>For example, use evidence from sources such as online articles, research reports, infographics, and films—example sources might include “Restoring Sanity to the U. S. Tort System” by Arthur Hicks Jr. and Susan Saladoff’s documentary <i>Hot Coffee</i>—to come to a conclusion about the frequency or effects of personal injury lawsuits in the United States</p> <p>For example, synthesize multiple sources by balancing claims with an examination of counterclaims in an analytical text about the negative or</p>

		<p>positive effects of media on modern elections</p> <p>For example, after being presented with two source texts, explain why each is or is not credible and how relevant each source would be to a specific research question</p>
	<b>Evaluate the relevance and credibility of sources (W11-12.8, SL11-12.2)</b>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, <i>scope</i>) and perform basic processes such as: (W11-12.2b)</b></p> <ul style="list-style-type: none"> <li>• Generate potential research questions or areas of focus from a given topic.</li> <li>• Describe the scope of a defined research question.</li> <li>• Describe the feasibility of a defined research question.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>summarize</i>) and perform basic processes such as: (RI11-12.7, W11-12.7, SL11-12.2)</b></p> <ul style="list-style-type: none"> <li>• Describe ways of integrating evidence into a paragraph (such as through quotes, summaries, tables).</li> <li>• Describe different types of evidence that could be used to support a claim (such as statistics, historical facts, expert opinions, quotes from primary sources).</li> <li>• Describe how the types of sources cited reflect the purpose of a text.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>contradiction, synthesize</i>) and perform basic processes such as: (RI11-12.7, W11-12.7, SL11-12.2)</b></p> <ul style="list-style-type: none"> <li>• Use a graphic organizer to show what different authors say about different concepts or ideas (for example, use a comparison matrix to describe what two or more authors communicated about subtopics within a larger research topic).</li> <li>• Describe how contradictions or conflicting claims add complexity to a research question or topic.</li> <li>• Create a topic sentence that synthesizes information from multiple sources by using indefinite adjectives (such as <i>most, some, a majority</i>).</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>credibility, relevance</i>) and perform basic processes such as: (W11-12.8, SL11-12.2)</b></p> <ul style="list-style-type: none"> <li>• Use a source's date of publication, place of publication, and perspective on a topic to determine relevance.</li> <li>• Describe qualities that typically appear in a credible source (such as objective tone, lack of overly emotional rhetoric, verifiable research, clearly stated publisher and date of publication).</li> <li>• Identify bias in sources.</li> <li>• Identify types of texts or sources that are generally credible (such as peer-reviewed articles, scientific studies, newspaper or online news articles, primary sources).</li> </ul>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Learning Requirement:** I can write narratives.

**Prioritized Standard:**

W11-12.3a 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.

W11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experience, events, and/or characters.

W11-12.3c 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).

W11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Supporting Standard:** W11-12.3, W11-12.2d, W11-12.3e

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>Integrate multiple plot lines and points of view to create a narrative that represents the complexity of a conflict, an event, or a set of characters (W11-12.3b)</li> </ul>	<p>For example, retell an event that has multiple participants, such as a sports game, a performance of a play, or a graduation ceremony, from the perspective of two or more characters; use the perspectives to reveal contradicting thoughts about the event, tension, and character growth</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <p><b>Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives (W11-12.3d)</b></p> <p><b>Use dialogue and reflection to develop characters' points of view (W11-12.3b)</b></p> <p><b>Pace and organize narratives to create a smooth progression of experiences or events (W11-12.3a, W11-12.3b, W11-12.3c)</b></p>	<p>For example, write a descriptive text about encountering a new or unfamiliar place and use precise language to create a clear picture of the culture, environment, and people for a reader</p> <p>For example, write a short narrative about a changing relationship between a parent and child and use dialogue and reflection to develop each character's personality, drawing on personal experiences or conflicts with parents or guardians to inform the piece</p> <p>For example, write a narrative about a new or difficult situation that challenges the narrator to change or adapt to succeed; slow the pace of the narrative to highlight important aspects of the narrator's experience and create organizational breaks that emphasize important or foundational events or experiences</p>

<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, <i>vivid</i>) and perform basic processes such as: (W11-12.3d)</b></p> <ul style="list-style-type: none"> <li>• Describe the difference between abstract and concrete language.</li> <li>• Describe techniques that can be used to make writing more descriptive (such as using unique modifiers, descriptive verbs, figurative language).</li> <li>• Annotate words or phrases that could be more descriptive in a draft or example text.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>background</i>) and perform basic processes such as: (W11-12.3b)</b></p> <ul style="list-style-type: none"> <li>• Identify different ways that dialogue can reveal character traits (such as through word choice, syntax, formality, humor).</li> <li>• Introduce dialogue with dialogue tags.</li> <li>• Use different patterns of speech for different characters.</li> <li>• Describe how reflection can reveal the inner thoughts and conflicts of a character.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>pace</i>) and perform basic processes such as: (W11-12.3a, W11-12.3b, W11-12.3c)</b></p> <ul style="list-style-type: none"> <li>• Create a storyboard or outline of the events that will occur in a narrative.</li> <li>• Describe the purpose of flashbacks, flash-forwards, and foreshadowing.</li> <li>• Alternate between summaries and descriptions of events in narratives.</li> <li>• Alternate between narration, description, and dialogue in narratives.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>

**Learning Requirement:** I can **strengthen my writing through revision.**

**Prioritized Standard:**

W11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

W11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Supporting Standard:** W11-12.1d, W11-12.2e, W11-12.3a

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> <li>Develop a strategy to review an existing piece of writing for a new audience and purpose (W11-12.4)</li> </ul>	For example, create a strategy that facilitates the process of rewriting a persuasive letter to a teacher as an informative speech for peers
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b>  <b>Adapt writing style as appropriate to purpose and task (W11-12.4, W11-12.10)</b></p> <p><b>Adapt the content and style of writing as appropriate for an audience (W11-12.4, W11-12.10)</b></p> <p><b>Revise writing so that it consistently fits audience, purpose, and task (W11-12.4)</b></p>	<p>For example, summarize the information on a research topic and then adapt some of the information for a short analytical or persuasive text, using an appropriate stylistic approach to each task</p> <p>For example, write a persuasive letter about a topical issue that needs to be addressed by schools, local government, or the national government; choose an audience who has the power to impact policy and craft the writing so that it appropriately illuminates the importance of the issue</p> <p>For example, review a draft of an analytical text for inconsistencies in tone, style, or content and make necessary changes so that the text clearly depicts its line of reasoning and follows the conventions of the task at hand</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, style) and perform basic processes such as: (W11-12.4, W11-12.10)</b></p> <ul style="list-style-type: none"> <li>Identify the purpose and task of a response to a prompt.</li> <li>Describe whether a task calls for an informal or formal style.</li> <li>Describe common purposes of a text (such as to inform, persuade, entertain).</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, rhetorical strategy, value) and perform basic processes such as: (W11-12.4, W11-12.10)</b></p> <ul style="list-style-type: none"> <li>Identify the audience for a response to a prompt.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Describe the characteristics of an audience (such as age, gender, values, education, knowledge of a topic).</li> <li>• Identify reasoning, evidence, and rhetorical strategies that could appeal to a particular audience.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>generic</i>, <i>precise</i>) and perform basic processes such as: (W11-12.4)</b></p> <ul style="list-style-type: none"> <li>• Annotate language that suggests an opinion or uses first-person pronouns (such as <i>I believe</i>, <i>I think</i>).</li> <li>• Annotate generic adjectives, verbs, and nouns in a draft.</li> <li>• Annotate passages in a text where ideas may be unclear to readers unfamiliar with the sources or ideas being discussed.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>1.0 Beginning</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
<b>0.0</b>	Even with help, no understanding or skill demonstrated.

**Learning Requirement:** I can edit my writing to accurately communicate.

**Prioritized Standard:**

L11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L11-12.2a Observe hyphenation conventions.

L11-12.2b Spell correctly.

**Supporting Standard:** L11-12.1a, L11-12.1b

Score	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> <li>Design a strategy for editing that helps identify errors in capitalization, citations, spelling, grammar, and punctuation (L11-12.1, L11-12.2)</li> </ul>	For example, design a method for editing that requires annotation, review, and the use of resources to correct errors
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b>  <b>Edit according to the guidelines in a specific manual, including rules for citing sources</b></p> <p><b>Edit for capitalization (L11-12.2)</b></p> <p><b>Edit for errors in punctuation, including the use of hyphens (L11-12.2, L11-12.2a)</b></p> <p><b>Edit for spelling (L11-12.2b)</b></p>	<p>For example, use an MLA style guide to determine the formatting, organization, and citation rules for an analytical text that references various sources as evidence</p> <p>For example, correctly capitalize titles, publishers, and authors in a works cited or reference list</p> <p>For example, correctly use hyphens in compound adjectives and correctly punctuate quotes and citations</p> <p>For example, correct the spelling of commonly misspelled words and correct typographical errors from earlier drafts</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary (for example, <i>APA, Chicago/Turabian, MLA</i>) and perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>State that a citation is needed when incorporating someone else's ideas into a text.</li> <li>Create a works cited list whenever citations are used in a text.</li> <li>Format writing in accordance with the appropriate style manual.</li> <li>Describe actions that would be considered plagiarism and explain possible consequences.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>proper noun, style manual, works cited</i>) and perform basic processes such as: (L11-12.2)</b></p> <ul style="list-style-type: none"> <li>Describe which words should be capitalized in titles in relation to a specific style manual.</li> <li>Describe which words should be capitalized in a works cited list based on a specific style manual.</li> <li>Identify when the first word of a quotation should be capitalized and when it should not.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>citation, colon, compound, hyphen, semicolon, style manual</i>) and perform basic processes such as: (L11-12.2, L11-12.2a)</b></p>	

	<ul style="list-style-type: none"> <li>• Describe common situations when a hyphen might be used (such as forming a compound adjective, writing out a fraction, adding a prefix to a word).</li> <li>• Describe common rules for using commas, colons, and semicolons.</li> <li>• List types of titles that should be written with quotation marks and types of titles that should be written in italics.</li> </ul> <p><b>The student will recognize or recall specific vocabulary (for example, <i>convention</i>, <i>homophone</i>, <i>irregular</i>, <i>spellcheck</i>, <i>vocabulary</i>) and perform basic processes such as: (L11-12.2b)</b></p> <ul style="list-style-type: none"> <li>• List words that are frequently misspelled or difficult to spell.</li> <li>• Use dictionaries and other resources to find the correct spelling of unfamiliar words or names.</li> <li>• Identify spelling differences between common homophones or near-homophones (such as <i>their</i>, <i>they're</i>, <i>there</i>).</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.