



URBANDALE
COMMUNITY SCHOOL DISTRICT

9/10 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.

Learning Requirement: I can analyze text organization and structure.		
Prioritized Standard: 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
4.0 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">Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 & RL.6.5)	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.	
3.0 Meets Grade Level Standard	The student will: 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 tweentribune.com 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.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RI.6.5) <ul style="list-style-type: none">Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison).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).Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text. The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as: (RL.6.5) <ul style="list-style-type: none">Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas).Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud).Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content.	
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.	

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 9th/10th ELA Learning Requirements & Proficiency Scales

Grade 9	Grade 10	Learning Requirements
Unit 3 Unit 4 Unit 5 Unit 6	Unit 1 Unit 2 Unit 4 Unit 5 Unit 6	I can analyze text organization and structure.
Unit 1 Unit 2 Unit 6	Unit 1 Unit 2 Unit 3 Unit 4 Unit 6	I can analyze ideas and themes.
Unit 2 Unit 4	Unit 2 Unit 3 Unit 4 Unit 5	I can analyze claims, evidence, and reasoning.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 6	Unit 1 Unit 4 Unit 5 Unit 6	I can analyze narratives.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	Unit 3 Unit 4 Unit 5 Unit 6	I can analyze points of view.
Unit 5	Unit 2 Unit 3 Unit 4 Unit 6	I can compare texts.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	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	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can write using text organization and structure.
Unit 2 Unit 4	Unit 1 Unit 2 Unit 5	I can write using claims, evidence and reasoning.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can use sources and research to support my writing.
Unit 1 Unit 6	Unit 1 Unit 6	I can write narratives.
Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can attend to audience, purpose and task.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can strengthen my writing through revision and style.

Unit 1	Unit 1	I can edit my writing to accurately communicate.
Unit 2	Unit 2	
Unit 3	Unit 3	
Unit 4	Unit 4	
Unit 5	Unit 5	
Unit 6	Unit 6	

Learning Requirement: I can analyze text organization and structure.

Prioritized Standard:

RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Evaluate an author's use of a particular text structure (RL9-10.5, RI9-10.3) 	For example, in Ronald Reagan's "Address to Students at Moscow State University," decide how effectively he employs different text structures to convey the concept of freedom
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze an author's organization of an analysis or a series of ideas (RI9-10.3) Analyze an author's organization of a series of events (RL9-10.5)	For example, explain how Booker T. Washington's organization of ideas in the first chapter of his autobiography, <i>Up From Slavery</i> , strengthens his argument about the institution of slavery For example, explain how Ray Bradbury sets up the series of events in the first section of <i>Fahrenheit 451</i> in order to explain Montag's actions in the second half of the book
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, text structure) and perform basic processes such as: (RI9-10.3) <ul style="list-style-type: none"> Describe common text structures (such as description, sequence, causation, problem/solution, comparison). Identify the main and subordinate text structures within a text. Identify which text structures are used to present specific ideas. The student will recognize or recall specific vocabulary (for example, chronology, foreshadow) and perform basic processes such as: (RL9-10.5) <ul style="list-style-type: none"> Annotate words or phrases that indicate the order of events in a text. Create a timeline of the events in a text. Explain the effect of out-of-sequence events. Explain how one event affects a future event in a text. Annotate passages in a text that contain foreshadowing. 	
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:**

RL9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Decide which of several possible themes in a text is the strongest (RL9-10.2, RI9-10.2)	For example, defend the claim that F. Scott Fitzgerald presents several themes in <i>The Great Gatsby</i> , including greed, power, betrayal, social stratification, and the American dream, but that social stratification is the strongest theme in the text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze the main ideas or themes in a text (RL9-10.2, RI9-10.2) Analyze the development of an idea or theme over the course of a text (RL9-10.2, RI9-10.2)	For example, explain why gender is a theme of William Shakespeare's <i>The Tragedy of Macbeth</i> or why American ideals are a main idea of Lincoln's "Gettysburg Address" For example, explain which details are the most important in developing the idea of reputation throughout Arthur Miller's <i>The Crucible</i>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, text) and perform basic processes such as: (RL9-10.2, RI9-10.2) <ul style="list-style-type: none">Describe important details and claims in a text.Identify connections between important details or claims in a text.List common themes found in texts (such as person vs. nature, person vs. person, person vs. self, person vs. society, loyalty, family, ambition, independence, struggle against society).Identify passages in a text related to a specific main idea or theme. The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RL9-10.2, RI9-10.2) <ul style="list-style-type: none">Identify specific words, details, and sections of a text related to a main idea or theme.Explain how specific words, details, and sections strengthen a main idea or theme.Identify the attitudes of particular characters toward a main idea or theme.	
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.

RI9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

SL9-10.3 Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Supporting Standard: SL9-10.2

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Evaluate the strength of an argument based on the claims, counterclaims, evidence, and reasoning presented (RI9-10.8, SL9-10.3)	For example, determine if an editorial on a controversial topic successfully validates its argument while addressing conflicting views
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe how an author nuances a claim in a text (RI9-10.5) Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented (RI9-10.8, SL9-10.3)	For example, describe how Jonathan Edwards' interpretations of Bible verses develop his claims in "Sinners in the Hands of an Angry God" For example, decide whether the evidence provided in Al Gore's speech "Global Warming is an Immediate Crisis" logically and sufficiently supports his argument
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>nuance</i>, <i>progression</i>) and perform basic processes such as: (RI9-10.5) <ul style="list-style-type: none">Determine a central claim in a text.Determine the grounds, backing, and qualifiers for a claim.Identify patterns in word choice and language that develop a claim throughout a text.Identify counterclaims or conflicting evidence in a text.Describe how a text's structure supports its claims. The student will recognize or recall specific vocabulary (for example, <i>ad hominem attack</i>, <i>argument from authority</i>, <i>generalization</i>, <i>straw man argument</i>) and perform basic processes such as: (RI9-10.8, SL9-10.3) <ul style="list-style-type: none">Describe the types of evidence that are relevant to a specific type of argument.Verify facts and citations used within a text.Identify possible questions a text may not have addressed.Describe common fallacies (such as <i>ad hominem attack</i>, <i>argument from authority</i>, <i>straw man argument</i>).	
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 narratives.

Prioritized Standard:

RL9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Investigate how the development of central characters in a text influences plot elements and events in a text (RL9-10.3)	For example, research how Montag's transformation as a character relates to the events in the latter half of Ray Bradbury's <i>Fahrenheit 451</i>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze how the development of a plot reinforces a theme in a narrative text (RL9-10.2) Analyze the development of multiple plots in a narrative text (RL9-10.5) Analyze how the plot influences the development of characters in a narrative text (RL9-10.3)	For example, explain how the plot in Eugenia Collier's "Marigolds," relates to the idea of loss of innocence For example, chart the progress of the two plots in Harper Lee's <i>To Kill a Mockingbird</i> and describe how they come together to form the novel's resolution For example, chart the progress of the two plots in Harper Lee's <i>To Kill a Mockingbird</i> and describe how they come together to form the novel's resolution
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>flashback</i>, <i>tension</i>) and perform basic processes such as: (RL9-10.2) <ul style="list-style-type: none">Annotate significant events in a text.Explain how language in a text, including imagery, develops a reader's understanding of events.Explain how the point of view of a text contributes to a reader's understanding of events.Describe the causal relationships among important events in a text. The student will recognize or recall specific vocabulary (for example, <i>conflict</i>) and perform basic processes such as: (RL9-10.5) <ul style="list-style-type: none">List common types of conflicts in narrative texts (such as person vs. nature, person vs. person, person vs. self, person vs. society).Identify major conflicts within a text.Identify multiple plots, or parallel plots, that exist in a text. The student will recognize or recall specific vocabulary (for example, <i>motivation</i>) and perform basic processes such as: (RL9-10.3) <ul style="list-style-type: none">Annotate sections of a text that reveal something about a character's personality, past, patterns of behavior, or motivation.Summarize a character's actions at different points in a text.Describe how two characters tend to interact throughout a text.Identify inconsistencies in the behavior or actions of a character.	

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:

RL9-10.6 Analyze a particular point of view (perspective) or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

SL9-10.3 Evaluate a speaker's point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Evaluate whether an author's rhetorical strategies, point of view, and tone enhance the purpose of a text (RL9-10.6, RI9-10.6, SL9-10.3) 	For example, evaluate the effectiveness of the techniques Margaret Chase Smith used in "Remarks to the Senate in Support of a Declaration of Conscience" to present her opinion to the Senate in 1950
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze an author's point of view (RL9-10.6, RI9-10.6) Analyze an author's purpose (RI9-10.6) Identify strategies used to advance a particular point of view or purpose (RI9-10.6, SL9-10.3)	For example, explain how Ralph Waldo Emerson's use of multiple perspectives reveals his point of view in "Self-Reliance" For example, explain Anna Quindlen's purpose in "A Quilt of a Country: Out of Many, One" when she contrasts America's foundational ideals with the hostility that seems to exist among its many cultures For example, explain how Martin Luther King Jr. used repetition and rhetorical strategies to convey purpose and point of view in his "I Have a Dream" speech
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>insight</i>) and perform basic processes such as: (RL9-10.6, RI9-10.6) <ul style="list-style-type: none"> Explain how context can provide insight into an author's point of view. Describe the issues or problems an author addresses in a text. Identify statements in a text that describe similar and different perspectives on a topic. The student will recognize or recall specific vocabulary (for example, <i>purpose</i>) and perform basic processes such as: (RI9-10.6) <ul style="list-style-type: none"> Describe common purposes of a text (such as to inform, persuade, entertain). Explain how the introduction and conclusion of a text can indicate an author's purpose. Identify the central idea or argument in a text. The student will recognize or recall specific vocabulary (for example, <i>ethos, logos, pathos, rhetoric</i>) and perform basic processes such as: (RI9-10.6, SL9-10.3)	

	<ul style="list-style-type: none">• Explain how word choice and figurative language can be used to advance a particular point of view.• Explain how the rhetorical strategies of logos, ethos, and pathos can be used to persuade.• Annotate important words or phrases that are repeated throughout a text.• Identify shifts of perspective in a text.
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:

RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL9-10.9 Analyze how an author draws on and transforms source material in a specific work.

RI9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

Supporting Standard: SL9-10.1c

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Investigate the purpose behind a reinterpretation or transformation of a source text and decide if that purpose was met (RL9-10.7, RL9-10.9, RI9-10.7)	For example, explain why George Bernard Shaw borrowed the title of his play <i>Pygmalion</i> from Ovid's "The Story of Pygmalion" and how the play refutes expectations set up by this association; alternatively, explain how W. H. Auden's ekphrastic poem "Musée des Beaux Arts" interprets the events and characters in Pieter Brueghel's <i>Landscape with the Fall of Icarus</i> and how the inclusion of this description helps a reader understand the main idea or theme of the poem
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe connections between themes and concepts in historical documents (RI9-10.9) Describe the differences between an interpretation of a text and its source text (RL9-10.7, RL9-10.9, RI9-10.7) Describe how an author incorporates and transforms elements from a source text (RL9-10.7, RL9-10.9, RI9-10.7)	For example, describe how Martin Luther King Jr.'s "Letter from Birmingham Jail" is thematically similar to the content of The Declaration of Independence For example, describe how Ethan and Joel Coen's film <i>O Brother, Where Art Thou?</i> differs from and interprets Homer's <i>The Odyssey</i> For example, describe how Alfred Lord Tennyson's poem "Ulysses" expands on and transforms the characterization of Ulysses found in Homer's <i>The Odyssey</i>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The student will recognize or recall specific vocabulary (for example, <i>difference</i>, <i>similarity</i>) and perform basic processes such as: (RI9-10.9) <ul style="list-style-type: none">Describe the context of two historical texts.Identify central themes in two historical texts.	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Identify similarities and differences between two historical texts. <p>The student will recognize or recall specific vocabulary (for example, <i>plot elements</i>) and perform basic processes such as: (RL9-10.7, RL9-10.9, RI9-10.7)</p> <ul style="list-style-type: none"> • Compare the characteristics of various media (for example, novel, film, theater). • Describe the plot elements included in two representations of a text. • Describe the point of view and purpose of two representations of a text. • Describe prominent themes in two representations of a text. <p>The student will recognize or recall specific vocabulary (for example, <i>source</i>) and perform basic processes such as: (RL9-10.7, RL9-10.9, RI9-10.7)</p> <ul style="list-style-type: none"> • Identify common archetypes (such as the hero's journey, the coming-of-age tale, the evil stepparent, the mentor). • Describe the context of a text and a source text, including the probable audience for each. • Outline similarities and differences between a text and its source text, including differences in style, tone, characters, settings, themes, and points of view.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 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>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

Learning Requirement: I can analyze language.

Prioritized Standard:

RL9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

L9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Supporting Standard: L9-10.4b, L9-10.4c, L9-10.4d, L9-10.5b, L9-10.6

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Evaluate how the language in a text creates indirect or implied meaning (RL9-10.4, RI9-10.4)	For example, analyze how conflicting connotative meanings of words and phrases in Countee Cullen's "Yet Do I Marvel" create a paradoxical message about the goodness of God; alternatively, assess how the language in Percy Bysshe Shelley's "Ozymandias" expresses irony
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Determine the precise meaning(s) of words and phrases (RL9-10.4, RI9-10.4, L9-10.4a) Explain the role and purpose of analogies and allusions in a text (L9-10.5, L9-10.5a) Describe how an author's word choices affect the tone of a text (RL9-10.4, RI9-10.4)	For example, determine the meaning of words with multiple meanings or unknown words in "Sonnet 73" by William Shakespeare For example, describe how Countee Cullen creates an analogy between the challenges the speaker faces as a black poet and the challenges the mole, Sisyphus, and Tantalus face in "Yet Do I Marvel"; explain how the allusions and analogy contribute to the text's themes, tone, and style For example, describe how word choice develops the reflective tone in Tillie Olsen's "I Stand Here Ironing" and how it reveals the main character's opinions about her daughter Emily and herself as a mother
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The student will recognize or recall specific vocabulary (for example, <i>connotative</i>, <i>denotative</i>) and perform basic processes such as: (RL9-10.4, RI9-10.4, L9-10.4a)	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Explain how the time period a text was written in may affect the meaning of its words or phrases. • Describe possible connotative or symbolic meanings associated with a particular word (such as <i>fire</i> symbolizing passion, anger, or love). • Explain how a word or phrase can have an implicit or symbolic meaning within the context of a text. <p>The student will recognize or recall specific vocabulary (for example, <i>allusion</i>, <i>analogy</i>) and perform basic processes such as: (L9-10.5, L9-10.5a)</p> <ul style="list-style-type: none"> • Describe the purpose of an analogy. • Identify direct analogies in a text. • Identify references to names, places, or events that seem to be outside the context of a text. • Explain what text, event, or person an allusion in a text is referencing. <p>The student will recognize or recall specific vocabulary (for example, <i>tone</i>) and perform basic processes such as: (RL9-10.4, RI9-10.4)</p> <ul style="list-style-type: none"> • Highlight descriptive words and phrases in a text. • Describe the relationship between sets of descriptive words or phrases in a text. • Explain why an author might use a particular tone in a text.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 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>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

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

Prioritized Standard:

W9-10.1a 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.

W9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.

W9-10.2 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.

W9-10.2a 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.

W9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

SL9-10.4 Present 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.

Supporting Standard: W9-10.1e, W9-10.2b, W9-10.2f

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Decide which text structure best supports the purpose and topic outlined in a prompt (W9-10.1a, W9-10.2, W9-10.2a, SL9-10.4)	For example, explain why a comparison structure is best for responding to a prompt that asks about the fundamental similarities and differences between the society in Aldous Huxley's <i>Brave New World</i> and the society of today
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Organize content to highlight important information for a specific audience and purpose (W9-10.1a, W9-10.2, W9-10.2a, SL9-10.4) Use organizational structures to highlight connections between the elements of an argument (W9-10.1c, W9-10.2c)	For example, write two responses to an article about gun control and gun violence [see Jonathan Stray's "Gun Violence in America" as an example]; in one response, use a descriptive structure to inform a reader about gun violence; in the other, use a problem/solution structure to argue for or against harsher gun control laws For example, use a comparison structure to highlight two perspectives on the importance of free speech, using a variety of transitions to show the relationship between the two opinions
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The student will recognize or recall specific vocabulary (for example, <i>analytical, argumentative, expository, organization, persuasive</i>) and perform basic processes such as: (W9-10.1a, W9-10.2, W9-10.2a, SL9-10.4) <ul style="list-style-type: none">Describe different types of texts and the purposes for each (such as persuasive, expository, analytical).Describe common text structures (such as description, sequence, causation, problem/solution, comparison).	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Explain which text structure might best fit a particular purpose or type of text. • Describe what kind of evidence or information would likely appear in different text types. • Identify the intended purpose and audience of a response to a prompt. <p>The student will recognize or recall specific vocabulary (for example, <i>claims, counterclaims, reasons, transitions</i>) and perform basic processes such as: (W9-10.1c, W9-10.2c)</p> <ul style="list-style-type: none"> • Describe the purposes of different transitions (such as to indicate a relationship between ideas, the order of events, the importance of a detail). • Give examples of words and phrases which can act as transitions for particular text structures (for example, a sequential text might use transitions that indicate order or the passage of time). • Create an outline that includes evidence and reasons for each important point in a text
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 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>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

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

Prioritized Standard:

W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W9-10.1a 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.

W9-10.1b Develop claim(s) 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.

W9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standard: RL9-10.1, RI9-10.1, SL9-10.1d

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Develop a strategy to present and rebut evidence and reasoning for a counterclaim (W9-10.1, W9-10.1b)	For example, when arguing that schools should not minimize the discussion of sensitive or inflammatory historical events in social studies classrooms, present evidence and reasoning that support the opposite position and systematically address and rebut the objections raised by each
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Develop contrasting claims and counterclaims (W9-10.1b) Support claims and counterclaims with relevant and sufficient evidence, including textual evidence (W9-10.1, W9-10.1a, W9-10.9) Support claims and counterclaims with valid reasoning (W9-10.1, W9-10.1a, W9-10.9)	For example, present two contrasting claims about the meaning of the word <i>dark</i> in Emily Dickinson's poem "We Grow Accustomed to the Dark" and describe why each interpretation could be possible using inferences drawn from the text For example, use the text and another source to support a claim about how sympathetically or accurately John Steinbeck portrayed the plight of migrant workers during the Great Depression in <i>The Grapes of Wrath</i> For example, write a response to a commonly discussed issue in politics, such as immigration reform, and use claims and evidence to draw a logical conclusion about the issue
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The student will recognize or recall specific vocabulary (for example, <i>claim</i>, <i>counterclaim</i>) and perform basic processes such as: (W9-10.1b) <ul style="list-style-type: none">Compare reasons that support and contradict a claim.	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Describe the strengths and limitations of a claim and counterclaim. • Identify qualifiers for a claim. • Use an objective tone when writing about claims and counterclaims. <p>The student will recognize or recall specific vocabulary (for example, <i>textual evidence</i>) and perform basic processes such as: (W9-10.1, W9-10.1a, W9-10.9)</p> <ul style="list-style-type: none"> • Identify pieces of textual evidence that support a claim and that support a counterclaim. • Identify one or more sources that support a claim. • Identify one or more sources that support a counterclaim. <p>The student will recognize or recall specific vocabulary (for example, <i>invalid, valid</i>) and perform basic processes such as: (W9-10.1, W9-10.1a, W9-10.9)</p> <ul style="list-style-type: none"> • Explain the difference between a valid and invalid argument. • Identify simple valid and invalid arguments. • Give examples of common logical fallacies.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 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>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

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

Prioritized Standard:

W9-10.7 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.

W9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Supporting Standard: RL9-10.2, RI9-10.2, SL9-10.2

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Use primary and secondary research to define and investigate a research question (W9-10.7, W9-10.8) 	For example, use secondary sources to help define a research question about an important issue in the community and then conduct primary research to identify how community members feel about or respond to this issue
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Clearly define the scope of a research question or problem (W9-10.7) Synthesize information from multiple sources (W9-10.8)	For example, define the specific research question <i>How is technology isolating people?</i> when presented with the topic of <i>the growing use of technology in daily life</i> For example, describe how two sources address social media's effect on modern interpersonal relationships and compare the authors' opinions to one's own opinions on the topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>feasible</i>, <i>scope</i>) and perform basic processes such as: (W9-10.7) <ul style="list-style-type: none"> Explain the purpose of a research question. Identify a general or broad research topic. List potential subtopics within a broader research topic. Generate potential research questions from a given topic. Describe the feasibility of a given research question. The student will recognize or recall specific vocabulary (for example, <i>discipline</i>) and perform basic processes such as: (W9-10.8) <ul style="list-style-type: none"> Describe how the genre or discipline of a source impacts how an author approaches a topic. Summarize the main ideas or important events in a source. Compare features of sources. Identify whether a source text supports or does not support a particular thesis statement. 	
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 narratives.

Prioritized Standard:

W9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Supporting Standard: W9-10.3a, W9-10.3c, W9-10.3d, W9-10.3e

Score	Progression of Learning	Sample Performance Tasks
4.0 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">Pace a narrative so that it captures a reader's interest and appropriately conveys tone for a series of events or experiences (W9-10.3b)	For example, use different elements of pacing, such as foreshadowing and flashback, to build tension in a narrative that describes how a central character overcame a very difficult problem or ordeal
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Organize narratives to clearly communicate a series of events or experiences (W9-10.3, W9.10.3b) Use dialogue, description, and reflection to develop narratives (W9-10.3b)	<p>For example, when writing about several episodes in a series which themselves contained sequences of events, use a nested structure to allow a reader to clearly identify which events comprised each episode and the order the episodes occurred in; when writing about concurrent episodes, use overt markers, such as times of day, to alert readers to relationships among concurrent episodes</p> <p>For example, write a narrative about a friendship between two characters using dialogue and reflection to portray the personalities of the friends and how their friendship changes over the course of time</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>transition</i>) and perform basic processes such as: (W9-10.3, W9.10.3b) <ul style="list-style-type: none">Identify the primary conflict in a narrative.Introduce characters, settings, and conflicts in a narrative.Outline the progression of a narrative.Use transitions to move through a sequence of events in a narrative.Provide a conclusion to a narrative that brings the conflict or problem to a logical end. The student will recognize or recall specific vocabulary (for example, <i>figurative language</i>) and perform basic processes such as: (W9-10.3b) <ul style="list-style-type: none">Describe the difference between concrete and abstract language.Give examples of different types of figurative language (such as imagery, metaphor).	

	<ul style="list-style-type: none"> • Generate words and phrases that describe the setting, events, and characters of a narrative. • Annotate adjectives and verbs in a draft that could be replaced with more descriptive words or phrases. • Describe how different kinds of events in a text might cause a character to react (for example, describe how a character might feel after failing an important test in school and how the character's behavior would change after the event).
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 attend to audience, purpose, and task.

Prioritized Standard:

W9-10.3a 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; create a smooth progression of experiences or events.

W9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Select the best point of view and purpose for a text when given a general prompt (W9-10.3a) 	For example, when asked to compose a satire about a characteristic or ideal that modern society overvalues, select a point of view and purpose for the response similar to those used in "The Nose" by Nikolai Gogol
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Establish clear points of view in written compositions (W9-10.3a, W9-10.10) Write for a specific purpose and audience (W9-10.10)	For example, research the life of a famous individual in American history and write about an important event or experience in that person's life using the first-person point of view For example, write a short review of Edgar Allan Poe's "The Fall of the House of Usher" from the point of view of a literary critic evaluating the text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>limited point of view</i>, <i>omniscient point of view</i>) and perform basic processes such as: (W9-10.3a, W9-10.10) <ul style="list-style-type: none"> Explain the difference between the author and the speaker or narrator of a text. Describe the three primary points of view (first, second, and third person). Describe the effect each point of view might have on a reader. Identify various types of texts that call for the use of a particular point of view. Identify examples of omniscient narration and examples of limited narration. The student will recognize or recall specific vocabulary (for example, <i>informative</i>) and perform basic processes such as: (W9-10.10) <ul style="list-style-type: none"> Describe the purposes associated with specific genres or text types. Compare the structure and techniques used in persuasive and informative texts. Describe what types of information or evidence can be used to support different text purposes. Describe the type of response a prompt is requesting. Outline the structure of a composition to reflect and support its purpose. 	
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 strengthen my writing through revision and style.

Prioritized Standard:

W9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

L9-10.3 Apply 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.

L9-10.3a 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.

Supporting Standard: W9-10.2d, SL9-10.6, L9-10.2

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Rewrite a short text after deciding which style and style manual best fit the purpose and audience of the text (W9-10.2d, L9-10.3, L9-10.3a) 	For example, write an informal response to Alice Walker's "Women" and then revise the response so that it has a formal style and incorporates quotes from the text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Revise writing for audience, purpose, and style (W9-10.1d, W9-10.2e, L9-10.3) Conform to the guidelines in a specific style manual (L9-10.3, L9-10.3a)	For example, use a formal, objective tone when writing a persuasive text to adults but modify the formality of the style for a presentation of the same argument to peers For example, use MLA style guidelines when writing literary analysis
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>clarity</i>) and perform basic processes such as: (W9-10.1d, W9-10.2e, L9-10.3) <ul style="list-style-type: none"> Explain how audience and purpose can influence style. Annotate sections of a draft that discuss concepts with which an audience may be unfamiliar. Annotate sections of a draft which may be lacking clarity or detail. Highlight phrases in a draft which may be overly emotional. The student will recognize or recall specific vocabulary (for example, <i>style manual</i>) and perform basic processes such as: (L9-10.3, L9-10.3a) <ul style="list-style-type: none"> Describe how a paper should be formatted according to a particular style guide. Cite quotes according to a particular style guide. Cite sources referenced or summarized in a text according to a particular style guide. Describe actions that would be considered plagiarism and the consequences for plagiarism 	
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.
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Learning Requirement: I can edit my writing to accurately communicate.

Prioritized Standard:

L9-10.1 Demonstrate common knowledge of the conventions of standard English grammar and usage when writing or speaking.

L9-10.1a Use parallel structure.

L9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L9-10.2b Use a colon to introduce a list or quotation.

L9-10.2c Spell correctly.

Score	Progression of Learning	Sample Performance Tasks
4.0 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"> Develop a strategy for editing that helps identify errors in grammar, spelling, and punctuation (L9-10.1, L9-10.c) 	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.	
3.0 Meets Grade Level Standard	The student will: Edit for grammatical errors (L9-10.1) Edit for the use of parallel structure (L9-10.1a) Edit for the correct use of colons and semicolons (L9-10.2a, L9-10.2b) Edit for spelling (L9-10.2c)	For example, correct the use of a plural pronoun with a singular subject For example, identify lists that are not parallel, such as those that mix gerunds and verb phrases For example, identify colons that follow a dependent clause and semicolons that do not bridge two independent clauses and correctly rewrite the sentences with independent clauses or alternate punctuation For example, correct spelling errors specific to a discipline or content area
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>agreement, grammar</i>) and perform basic processes such as: (L9-10.1) <ul style="list-style-type: none"> Use pronouns that best match their antecedents. Describe the difference between adjectives and adverbs. Ensure subject/verb agreement. Identify shifts in verb tense. The student will recognize or recall specific vocabulary (for example, <i>active voice, passive voice</i>) and perform basic processes such as: (L9-10.1a) <ul style="list-style-type: none"> Explain the purpose of parallel structure. Identify which parts of a list need to align in order for them to be parallel (such as tense, part of speech). Rewrite a sentence with passive voice in active voice. The student will recognize or recall specific vocabulary (for example, <i>colon, semicolon</i>) and perform basic processes such as: (L9-10.2a, L9-10.2b) <ul style="list-style-type: none"> Identify a dependent clause. Identify an independent clause. 	

	<ul style="list-style-type: none"> • Explain when a semicolon can be used to join two clauses. • Explain how to introduce a list or quote with a colon. <p>The student will recognize or recall specific vocabulary (for example, <i>spellcheck</i>) and perform basic processes such as: (L9-10.2c)</p> <ul style="list-style-type: none"> • Identify common spelling errors or mistyped words in a draft. • Review a document using spell check and correct the words that are misspelled.
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.