## Analyzing Text Organization and Structure (9–10 ELA)

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<th>Score</th>
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| 4.0   | The student will:  
  • Evaluate an author’s use of a particular text structure (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, partial success at score 4.0 content |
| 3.0   | The student will:  
  **ATOS1**—Analyze an author's organization of an analysis or a series of ideas (for example, explain how Booker T. Washington’s organization of ideas in the first chapter of his autobiography, *Up From Slavery*, strengthens his argument about the institution of slavery).  
  **ATOS2**—Analyze an author's organization of a series of events (for example, explain how Ray Bradbury sets up the series of events in the first section of *Fahrenheit 451* in order to explain Montag’s actions in the second half of the book). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **ATOS1**—The student will recognize or recall specific vocabulary (*text structure*) and perform basic processes such as:  
  • Identify the main and subordinate text structures within a text.  
  • Identify which text structures are used to present specific ideas.  
  • Explain why an author used a particular text structure to impact a reader’s understanding of or feeling about a text.  
  **ATOS2**—The student will recognize or recall specific vocabulary (*chronology, event, foreshadow, sequence*) and perform basic processes such as:  
  • Annotate words or phrases that indicate the order of important events in a text.  
  • Sequence the events in a text.  
  • Examine passages in a text that contain foreshadowing.  
  • Explain the effect of various sequencing choices in a text.  
  • Describe common text structures (such as description, sequence, causation, problem/solution, comparison). |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
## Analyzing Ideas and Themes (9–10 ELA)

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| 4.0   | The student will:  
|       |  • Decide which of several possible themes in a text is the strongest (for example, defend the claim that F. Scott Fitzgerald presents several themes in *The Great Gatsby*, 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, partial success at score 4.0 content |
| 3.0   | The student will:  
|       |  **AIT1—Analyze the main ideas or themes in a text** (for example, explain why gender is a theme of William Shakespeare’s *The Tragedy of Macbeth* or why American ideals are a main idea of Lincoln’s “Gettysburg Address”).  
|       |  **AIT2—Analyze the development of an idea or theme over the course of a text** (for example, explain which details are the most important in developing the idea of reputation throughout Arthur Miller’s *The Crucible*). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **AIT1**—The student will recognize or recall specific vocabulary (*main idea, theme, claim, and conflict*) and perform basic processes such as:  
|       |  • Describe 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.  
|       |  **AIT2**—The student will recognize or recall specific vocabulary (*detail, section, perspective*) and perform basic processes such as:  
|       |  • Identify specific words or sections of text that are related to a main idea or theme.  
|       |  • Explain how specific words or sections of text strengthen a main idea or theme.  
|       |  • Describe how repeated details change over the course of the text.  
|       |  • Identify any change in perspective in regard to main idea or theme. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
### Analyzing Claims, Evidence, and Reasoning (9–10 ELA)

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| **4.0** | The student will:  
• Evaluate the strength of an argument based on the claims, counterclaims, evidence, and reasoning presented (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, partial success at score 4.0 content |
| **3.0** | The student will:  
• *ACER1*—Describe how an author nuances a claim in a text (for example, describe how Jonathan Edwards' interpretations of Bible verses develop his claims in “Sinners in the Hands of an Angry God”).  
• *ACER2*—Evaluate the relevance, sufficiency, credibility, accuracy, and logic of sources and evidence presented (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 score 2.0 content, and partial success at score 3.0 content |
| **2.0** | The student will recognize or recall specific vocabulary (*reasons, claim, counterclaim, nuance, qualifier*) and perform basic processes such as:  
• Determine a central claim in a text, including the reasons, evidence, and qualifiers for that claim.  
• Identify patterns in word choice and language that develop a claim throughout a text.  
• Identify counterclaims or conflicting evidence in a source.  
• Explain how the addition of counterclaims may refine a central claim.  
• Describe how a text’s structure supports its claims.  
• *ACER2*—The student will recognize or recall specific vocabulary (*bias, credible, fallacy, logic, relevant*) and perform basic processes such as:  
• Explain the features of a strong argument.  
• Describe the types of evidence that are relevant to a specific type of argument.  
• Verify facts and citations used within a source.  
• Identify possible questions a text may not have addressed.  
• Describe common fallacies (such as ad hominem attack, argument from authority, straw man argument). |
| **1.5** | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| **1.0** | With help, partial success at score 2.0 content and score 3.0 content |
## Analyzing Narratives (9–10 ELA)

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| 4.0   | The student will:  
  - Investigate how the development of central characters in a text influences plot elements and events in a text (for example, research how Montag’s transformation as a character relates to the events in the latter half of Ray Bradbury’s *Fahrenheit 451*). |
| 3.5   | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0   | The student will:  
  - **AN1**—Analyze how the development of a plot reinforces a theme in a narrative text (for example, explain how the plot in Eugenia Collier’s “Marigolds” relates to the idea of loss of innocence).  
  - **AN2**—Analyze the development of multiple plots in a narrative text (for example, chart the progress of the two plots in Harper Lee’s *To Kill a Mockingbird* and describe how they come together to form the novel’s resolution).  
  - **AN3**—Analyze how the plot influences the development of characters in a narrative text (for example, explain how the plot influences changes in the character of Lady Macbeth throughout William Shakespeare’s *The Tragedy of Macbeth*). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **AN1**—The student will recognize or recall specific vocabulary (for example, *climax, conflict, falling action, resolution, rising action*) and perform basic processes such as:  
  - Sequence the events in a text.  
  - Identify sections of a text which correspond to elements of plot structure.  
  - Identify major conflicts within a text that emerge as themes.  
  - Connect the elements of plot to the development of a theme.  
  - **AN2**—The student will recognize or recall specific vocabulary (for example, *parallel, plot*) and perform basic processes such as:  
  - Identify multiple plots, or parallel plots, that exist in a text.  
  - Chart how the plots progress throughout the narrative.  
  - **AN3**—The student will recognize or recall specific vocabulary (for example, *complex character, motivation, perspective, simple character*) and perform basic processes such as:  
  - Define what kinds of attributes make a character complex.  
  - Identify 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.  
  - Identify inconsistencies in the behavior or actions of a character. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
## Analyzing Point of View and Purpose (9–10 ELA)

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| 4.0   | The student will:  
• Evaluate whether an author’s rhetorical strategies, point of view, and tone enhance the purpose of a text (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, partial success at score 4.0 content |
| 3.0   | The student will:  
APVP1—Analyze an author’s point of view (for example, explain how Ralph Waldo Emerson’s use of multiple perspectives reveals his point of view in “Self-Reliance”).  
APVP2—Analyze an author’s purpose (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).  
APVP3—Identify strategies used to advance a particular point of view or purpose (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 score 2.0 content, and partial success at score 3.0 content |
| 2.0   | APVP1—The student will recognize or recall specific vocabulary (context, perspective, point of view) and perform basic processes such as:  
• Explore how context can provide insight into an author’s point of view.  
• Describe the issues or problems an author addresses in a text.  
• Describe how an author’s perspective differs from other perspectives presented in a text.  
APVP2—The student will recognize or recall specific vocabulary (purpose, main idea) and perform basic processes such as:  
• Describe common purposes of a text (such as to inform, persuade, entertain).  
• Examine how the central idea of a text can indicate an author’s purpose.  
• Identify the central idea or argument in a text.  
• Explain how the conclusion of a text can reveal an author’s purpose.  
APVP3—The student will recognize or recall specific vocabulary (ethos, logos, pathos, rhetoric, word choice) and perform basic processes such as:  
• Explore examples of strategies used to advance a particular point of view or purpose, including word choice, rhetorical strategies, figurative language, and repeated words or phrases.  
• Identify shifts of perspective in a text. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
### Comparing Texts (9–10 ELA)

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| 4.0   | The student will:  
|       | • Investigate the purpose behind a reinterpretation or transformation of a source text and decide if that purpose was met (for example, explain why George Bernard Shaw borrowed the title of his play *Pygmalion* 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 Bruegel’s *Landscape with the Fall of Icarus*, 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, partial success at score 4.0 content |
| 3.0   | The student will:  
|       | **CT1**— Analyze connections between themes and concepts in historical documents (for example, describe how Martin Luther King Jr.’s “Letter from Birmingham Jail” is thematically similar to the content of *The Declaration of Independence*).  
|       | **CT2**— Analyze the differences between an interpretation of a text and its source text (for example, describe how Ethan and Joel Coen’s film *O Brother, Where Art Thou?* differs from and interprets Homer’s *The Odyssey*).  
|       | **CT3**— Analyze how an author incorporates and transforms elements from a source text (for example, describe how Alfred Lord Tennyson’s poem “Ulysses” expands on and transforms the characterization of Ulysses found in Homer’s *The Odyssey*). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **CT1**—The student will recognize or recall specific vocabulary (*context, theme, central issue*) and perform basic processes such as:  
|       | • Explore the context of two historical texts.  
|       | • List similarities and differences between two historical texts.  
|       | • Identify the central issue(s)/ central theme(s) being addressed by two historical texts.  
|       | **CT2**—The student will recognize or recall specific vocabulary (*interpretation, plot elements, point of view, representation, source text*) and perform basic processes such as:  
|       | • Explain the similarities and differences between two sources.  
|       | • Compare 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.  
|       | **CT3**—The student will recognize or recall specific vocabulary (*archetype*) and perform basic processes such as:  
|       | • Identify common archetypes (such as the hero’s journey, the coming-of-age tale, the evil stepparent, the mentor).  
|       | • Identify which parts of a text have been borrowed from a source text.  
|       | • Describe the probable audience for a text and a source text.  
|       | • Summarize how the style and tone of the language differs between a text and a source text.  
|       | • Outline similarities and differences between a text and its source text, including differences in characters, settings, themes, and points of view. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
## Analyzing Language (9–10 ELA)

### 4.0
The student will:
- Evaluate how the language in a text creates indirect or implied meaning (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, partial success at score 4.0 content

### 3.0
The student will:
- **AL1**—Determine the precise meaning(s) of words and phrases (for example, determine the meaning of words with multiple meanings or unknown words in “Sonnet 73” by William Shakespeare).
- **AL2**—Explain the role and purpose of analogies and allusions in a text (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).
- **AL3**—Describe how an author’s word choices affect the tone of a text (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 score 2.0 content, and partial success at score 3.0 content

### 2.0
**AL1**—The student will recognize or recall specific vocabulary (*connotative, denotative*) and perform basic processes such as:
- Identify words in a text that provide context clues about the meaning of an unknown word or phrase.
- Provide several options for the meaning of an unknown word using context clues or reference materials.
- Explore 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 *fire* symbolizing passion, anger, or love).
- Explain how a word or phrase can have an implicit or symbolic meaning within the context of a text.

**AL2**—The student will recognize or recall specific vocabulary (*allusion, analogy, style*) and perform basic processes such as:
- Describe the purpose of an analogy.
- Identify direct analogies in a text.
- Identify examples of allusions.
- Identify words or phrases in a text that seem to purposefully stray from the text’s style.
- Explain what text, event, or person an allusion in a text is referencing.

**AL3**—The student will recognize or recall specific vocabulary (*connotative, diction, tone, word choice*) and perform basic processes such as:
- Explain how the connotative meanings of a word can add depth to word choice.
- Discuss descriptive words and phrases in a text.
- Describe the effect different tones might have on a reader.
- Explain why an author might use a particular tone in a text.

### 1.5
Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

### 1.0
With help, partial success at score 2.0 content and score 3.0 content
## Generating Text Organization and Structure (9–10 ELA)

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<th>4.0</th>
<th>The student will:</th>
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<td>• Decide which text structure best supports the purpose and topic outlined in a prompt (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 <em>Brave New World</em> and the society of today).</td>
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| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |

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<th>3.0</th>
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<td><strong>GTOS1—Organize content to highlight important information for a specific audience and purpose</strong> (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).</td>
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<td><strong>GTOS2—Use organizational structures to highlight connections between the elements of an argument</strong> (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).</td>
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| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |

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<th>2.0</th>
<th><strong>GTOS1</strong>—The student will recognize or recall specific vocabulary (<em>argumentative, audience, expository, organization, persuasive, prompt, purpose, task</em>) and perform basic processes such as:</th>
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<td>• Describe how common text structures (such as description, sequence, causation, problem/solution, comparison) fit the purpose of the writing task.</td>
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<td>• Describe what kind of evidence or information would likely appear in different text types.</td>
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<td>• Describe the intended purpose and audience for a response to a prompt.</td>
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<td><strong>GTOS2</strong>—The student will recognize or recall specific vocabulary (<em>body, organization, text structure, thesis, transitions</em>) and perform basic processes such as:</td>
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<td>• Use transitions to bridge major features of a text, including the central reasons or claims and the evidence for these reasons or claims.</td>
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<td>• Write an introduction for a text that identifies the topic and thesis, previews the rest of the text, and summarizes the context for a reader.</td>
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<td>• Write a conclusion for a text that highlights critical information already discussed and acknowledges the implications or significance of a topic.</td>
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| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |

| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
## Generating Claims, Evidence, and Reasoning (9–10 ELA)

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| 4.0   | The student will:  
• Develop a strategy to present and rebut evidence and reasoning for a counterclaim (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, partial success at score 4.0 content |
| 3.0   | The student will:  
**GCER1**—Develop contrasting claims and counterclaims (for example, present two contrasting claims about the meaning of the word *dark* 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).  
**GCER2**—Support claims and counterclaims with relevant and sufficient evidence, including textual evidence (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 *The Grapes of Wrath*).  
**GCER3**—Support claims and counterclaims with valid reasoning (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 score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **GCER1**—The student will recognize or recall specific vocabulary (*claim, counterclaim, reasons, qualifier*) and perform basic processes such as:  
• Summarize an issue or source text.  
• Identify the reasons for a claim.  
• Identify counterclaims that appear in texts.  
• Describe the strengths and limitations of a claim and counterclaim.  
• Identify qualifiers for a claim.  
**GCER2**—The student will recognize or recall specific vocabulary (*claim, counterclaim, evidence, reason*) and perform basic processes such as:  
• Describe different types of evidence that can be used to support a claim.  
• Identify pieces of evidence that support a claim and that support a counterclaim, including textual evidence.  
• Identify one or more sources that support a claim or counterclaim.  
**GCER3**—The student will recognize or recall specific vocabulary (*evidence, claim, fallacy, reasons, invalid, logic, qualifier, valid*) and perform basic processes such as:  
• Describe the parts of an argument (such as claim, reasons, evidence, qualifier).  
• Explain the difference between a valid and an invalid argument.  
• Create examples of common logical fallacies.  
• Identify evidence that clearly and directly supports an argument. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
### Sources and Research (9–10 ELA)

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| 4.0   | The student will:  
|       | • Use primary and secondary research to define and investigate a research question (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, partial success at score 4.0 content |
| 3.0   | The student will:  
|       | **SR1**—**Clearly define the scope of a research question or problem** (for example, define the specific research question *How is technology isolating people?* when presented with the topic of the growing use of technology in daily life).  
|       | **SR2**—**Synthesize information from multiple sources** (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 score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **SR1**—The student will recognize or recall specific vocabulary (*feasibility*, *research question*, *scope*, *topic*) and perform basic processes such as:  
|       | • Outline the major ideas addressed by a specific research question.  
|       | • Describe the feasibility of a defined research question.  
|       | • Identify a general or broad research topic.  
|       | • Generate potential research questions from a given topic.  
|       | **SR2**—The student will recognize or recall specific vocabulary (*perspective*, *summarize*, *synthesize*) and perform basic processes such as:  
|       | • Describe how the features of a source impact the approach to a topic.  
|       | • Summarize the main ideas, important events, or theme in a source.  
|       | • Compare features of sources.  
|       | • Identify how a source texts support or do not support a particular thesis statement. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
## Generating Narratives (9–10 ELA)

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| 4.0   | The student will:  
  • Pace a narrative so that it captures a reader’s interest and appropriately conveys tone for a series of events or experiences (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, partial success at score 4.0 content |
| 3.0   | The student will:  
  **GN1—Organize narratives to clearly communicate a series of events or experiences** (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).  
  **GN2—Use dialogue, description, and reflection to develop narratives** (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). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | The student will recognize or recall specific vocabulary (character, conclusion, conflict, introduction, progression, resolution, sequence, setting, transition) and perform basic processes such as:  
  • Make a plan that maps the primary conflict across a narrative.  
  • Use transitions to move through a sequence of events in a narrative.  
  • Introduce characters, settings, and conflicts in a narrative.  
  • Provide a conclusion to a narrative that brings the conflict or problem to a logical end.  
  **GN1—**The student will recognize or recall specific vocabulary (abstract, concrete, description, dialogue, figurative language, imagery, metaphor, reflection, sensory language, simile) and perform basic processes such as:  
  • Describe the difference between concrete and abstract language.  
  • Give examples of different types of figurative language (such as imagery, metaphor).  
  • 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 success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
### Audience, Purpose, and Task (9–10 ELA)

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| 4.0   | The student will:  
• Select the best point of view and purpose for a text when given a general prompt (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, partial success at score 4.0 content |
| 3.0   | The student will:  
**APT1**—Establish clear points of view in written compositions (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).  
**APT2**—Write for a specific purpose and audience (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 score 2.0 content, and partial success at score 3.0 content |
| 2.0   | **APT1**—The student will recognize or recall specific vocabulary (*author, speaker, narrator, point of view*) and perform basic processes such as:  
• Explain the difference between the author and the speaker or narrator of a text.  
• Describe the three primary points of view, including various styles of narration.  
• Describe the effect each point of view might have on a reader.  
**APT2**—The student will recognize or recall specific vocabulary (*audience, purpose, task, text structure*) and perform basic processes such as:  
• Describe the purpose, tone, and language 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. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
### Revision and Style (9–10 ELA)

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| 4.0   | The student will:  
  • Rewrite a short text after deciding which style and style manual best fit the purpose and audience of the text (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, partial success at score 4.0 content |
| 3.0   | The student will:  
  RS1—*Revise writing for audience, purpose, and style* (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).  
  RS2—*Conform to the guidelines in a specific style manual* (for example, use MLA style guidelines when writing literary analyses). |
| 2.5   | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0   | RS1—The student will recognize or recall specific vocabulary (*audience, purpose, style*) and perform basic processes such as:  
  • Explain how audience and purpose can influence style.  
  • Describe common purposes of a text (such as to inform, persuade, entertain).  
  • Describe the difference between formal and informal styles of writing.  
  RS2—The student will recognize or recall specific vocabulary (*citation, cite, discipline, format, plagiarism, quote, reference, style manual, works cited*) and perform basic processes such as:  
  • Use standard and style-specific rules, including capitalization, quotes, citations, statistics, works-cited or reference page.  
  • Describe how a paper should be formatted according to a particular style guide.  
  • Describe actions that would be considered plagiarism. |
| 1.5   | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content |
## Editing (9–10 ELA)

| 4.0 | The student will:  
|     | • Develop a strategy for editing that helps identify errors in grammar, spelling, and punctuation (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, partial success at score 4.0 content |
| 3.0 | The student will:  
|     | **E1—Edit for grammatical errors** (for example, correct the use of a plural pronoun with a singular subject).  
|     | **E2—Edit for the use of parallel structure** (for example, identify lists that are not parallel, such as those that mix gerunds and verb phrases).  
|     | **E3—Edit for the correct use of colons and semicolons** (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).  
|     | **E4—Edit for spelling** (for example, correct spelling errors specific to a discipline or content area). |
| 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content |
| 2.0 | **E1**—The student will recognize or recall specific vocabulary (*agreement, parts of speech*) and perform basic processes such as:  
|     | • Use pronouns that best match their antecedents.  
|     | • Describe the difference among the parts of speech.  
|     | • Ensure subject/verb agreement.  
|     | • Identify shifts in verb tense.  
|     | **E2**—The student will recognize or recall specific vocabulary (*active voice, parallel structure, passive voice*) and perform basic processes such as:  
|     | • 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, active, passive voice).  
|     | **E3**—The student will recognize or recall specific vocabulary (*conjunction, conjunctive adverb, colon, dependent clause, independent clause, semicolon*) and perform basic processes such as:  
|     | • Describe the difference between independent and dependent clauses.  
|     | • Explain when a semicolon can be used to join two clauses.  
|     | • Explain how to introduce a list or quote with a colon.  
|     | **E4**—The student will recognize or recall specific vocabulary (*dictionary, glossary, resource, spellcheck, vocabulary*) and perform basic processes such as:  
|     | • Review a document using spellcheck and correct the words that are misspelled. |
| 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 content and score 3.0 content |
(9–10 ELA) We recommend that teachers reinforce the following in class, but not formally assess or track progress for them:

- Determine the correct pronunciation of a word
- Incorporate phrases and clauses that add interest into presentations
- Use technology to write on a routine basis
- Publish writing products on the internet
- Use technology to create links between information
- Incorporate graphics and multimedia that enhance comprehension into presentations
- Use formatting that clarifies information presented
- Make collaborative decisions
- Involve peers in discussions
- Set group goals