Strand: Reading		
Topic: Reading Comprehension		
Level: 8.RL.1/ 8.RN.1 **8 General**		

Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •comprehend, interpret, and analyze grade level and above texts and/or media sources while applying a variety of stylistic ELA writing skills and SAT vocabulary words. •explain how the interaction of elements of fiction and/or figurative language contribute to the text's meaning in a grade level or above text	**Sample Tasks** •Answer questions related to the interaction of: •tone •allusion •figurative language •point of view/perspective •foreshadowing •flashback •characterization •Explain what two things are being compared in a metaphor and why the comparison is being made •Analyze above grade-level texts by answering the highest level questions on Bloom's taxonomy •Write a summary that includes all necessary parts and incorporates a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words •Identify the overall text structure employed by an author who uses multiple structures within a passage
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •comprehend and interpret grade level texts and/or media sources	**Sample Tasks** •Write a summary of a story -SWBST (somebody, wanted, but, so, then) -Main idea + key details •Complete a plot diagram •Answer inference questions •Answer questions related to the plot -Who is the main character? What is the main/minor conflict? -Who are the characters? (static, dynamic, round, flat…) •Answer higher-level questions on Bloom's taxonomy for a chosen passage •Answer questions relating to text structures: •Cause/effect •Problem/solution • Description •Compare/contrast •Sequence/chronological
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: •simile, metaphor, personification, alliteration, hyperbole, idiom, allusion •tone, point of view/perspective, foreshadowing, flashback, characterization Perform basic processes, such as: •comprehend grade level texts and/or media sources by using reading strategies, such as: •visualizing text •clarifying text (stopping and rereading for understanding) •asking questions •making predictions •making text connections (text to self/text/world) •evaluating text (form opinions, make logical guess, conclude) •looking up unfamiliar vocabulary •identifying the author's purpose	**Sample Tasks** •Annotate a text •Score in the Advanced Range (1186+) on SRI •Complete active reading graphic organizer •Answer lower-level questions on Bloom's taxonomy for a chosen passage •Write a summary using teacher-provided template •Identify text structures and signal words in a short passage/text
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	•Score in the Proficient Range (1010-1185) on SRI
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	•Score in the Basic Range (790-1009) on SRI
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	•Score in the Below Basic Range (BR-789) on SRI
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Irony	
	Level: 8.RV.3.3 **8 General**	
Score 4.0 **Mastery**	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •create examples of irony	**Sample Tasks** •Create a headline that utilizes situational irony •Create a comic strip that contains verbal, dramatic or situational irony
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 **Proficient**	**The student will:** •identify and classify the example of irony as dramatic, situational or verbal	**Sample Tasks** •Find an example of irony within a passage and classify it appropriately
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	

Score 2.0
Progressing
	The student will:
	
	Recognize or recall specific vocabulary, such as:
	
	    •dramatic irony
	    •situational irony
	    •verbal irony
	
	Perform basic processes, such as:
		Sample Tasks
		
		•Define the terms verbally or in writing
		•Identify types of irony when examples are provided

1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 **Beginning**	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Mood	
	Level: 8.RV.3.1-2 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**	**Sample Tasks**
	The student will:	
	•compare/contrast how moods change throughout a text	•Write a paragraph to explain how the mood changes from one mood to another in a text •Draw pictures to represent development of different moods in a text
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:**	**Sample Tasks**
	•identify the mood of a text and explain how the author developed the mood	•Identify a mood word to fit a text and circle words that create the mood •Explain how mood words create the overall mood of a passage/text
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:**	**Sample Tasks**
	Recognize or recall specific vocabulary, such as:	
	•mood •dialogue •setting •plot •imagery	•Write the definition of mood •List different ways the author can develop moods
	Perform basic processes, such as:	
	•identifies different ways the author can develop moods (i.e. dialogue, setting, word choice, plot, imagery)	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Theme	
	Level: 8.RL.2.2 **8 General**	
Score 4.0 **Mastery**	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •explain the development of major and minor themes in a work of literature	**Sample Tasks** •Use a graphic organizer to identify the major and minor themes in a work
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 **Proficient**	**The student will:** •identify the major theme of a grade-level work of literature in one sentence •analyze the development of the major theme over the course of a work of literature in a grade level text •explain text-to-world and/or text-to-self connections with theme	**Sample Tasks** •Write a one sentence statement of the major theme after reading a story •Write a detailed explanation about how events from a text support a theme
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 **Progressing**	**The student will:** Recognize or recall specific vocabulary, such as: Perform basic processes, such as: •identify the topic related to the theme of a work of literature in a grade level text •identify the theme of a work of literature when provided choices in a grade level text •complete the 3.0 processes using a below grade level text	**Sample Tasks** •Identify a one sentence theme when given a multiple choice question •Identify the topic related to the theme after reading a piece of literature (for example, after reading *The Hunger Games,* the student might identify violence as a theme related topic)
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 **Beginning**	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Identifying and Explaining Main Idea	
	Level: 8.RN.2.2 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •identify several main ideas within a passage and explain the overall implied main idea for th passage/text	**Sample Tasks** •Complete a graphic organizer identifying multiple main ideas and overall central idea •Write a paragraph listing multiple main ideas and overall central idea
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •determine the main/central idea of an entire grade level text (a text with an implied rather than explicitly stated main idea) and explain how the main idea is supported by key details	**Sample Tasks** •Write an explanation of the main idea using the key details from the text •Read an article, write the main idea in a sentence, and underline key details
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: Perform basic processes, such as: •determine the main/central idea of the text (paragraph and/or full text) and identify the supporting details when given grade level text and choices OR •determine the main/central idea within a text (paragraph and/or full text) and identify the supporting details when given below grade level text	**Sample Tasks** •Select the best main idea of a text when given choices •Identify the main idea of a text when given choices and in a second multiple choice question identify a key supporting detail
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Symbolism	
	Level: 8.RV.3.1/8.RL.2.1 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •identify and explain non-universal symbols within a text •choose a symbol to match an abstract idea	**Sample Tasks** •List a non-universal symbol from a text and describe what it symbolizes •Choose symbols to match character traits
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •explain non-universal symbols identified within a text •identify universal symbols within a text and explain how the symbols contribute to the story	**Sample Tasks** •Identify what a non-universal symbol represents given a multiple choice question •Read a passage, identify the universal symbol and explain how the symbol contributes to the story in a sentence
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: Perform basic processes, such as: •discern the difference between a symbol and an example of the abstract idea •recall universal symbols (ie. color, animal, seasonal)	**Sample Tasks** •Explain that a heart symbolizes love while a mother hugging her child is an example of love •Identify what given universal symbols represent
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Writing	
	Topic: Text Evidence and Explanation	
	Level: 8.W.1 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •write responses to text that use the best evidence and exceptional explanations while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words •have superior command of language skills - errors are infrequent, but no erros impair the flow of communication	**Sample Tasks** •Extend RACE by using RACETCE
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •develop a clear and well-defined topic sentence that includes an answer that directly correlates to the prompt. •cite relevant evidence directly from a text or source using parenthetical citations. •demonstrate critical thinking by fully explaining how the evidence supports the answer. •include appropriate transition words and/or phrases. •have adequate command of language skills - errors are occasional, but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.	**Sample Tasks** •Answer a prompt in RACE format; for example: "Who showed more courage, Katniss or Peeta"? •Cite evidence from related text, video, song, or other medium to support the answer
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: Perform basic processes, such as: •develop a clear and well-defined topic sentence that includes an answer •cite relevant evidence from a text or source •attempt to explain how the evidence supports the answer •has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication	**Sample Tasks** •Answer a prompt in RACE format; for example: "Who showed more courage, Katniss or Peeta"?
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Writing	
	Topic: Writing Essays for Multiple Genres	
	Level: 8.W.3.1-3 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**	**Sample Tasks**
	The student will:	
	•include restate, answer, cite, and explain parts in a body paragraph but utilize a unique order to create a more complex structure •extend restate, answer, cite, and explain parts in a body paragraph into transition, cite, and explain (RACETCE). •demonstrate complex thinking and analysis. •include a variety of stylistic ELA writing skills •have superior command of language skills - errors are infrequent, but no erros impair the flow of communication	•Revise the order of elements within a RACE body paragraph of an essay •Extend a RACE body paragraph in an essay to RACETCE
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:**	**Sample Tasks**
	•write an introduction that includes hook, information/issue and thesis/claim •organize the reasons and evidence logically through the body paragraphs using RACE format •if argumentative, include a counter-argument that addresses flaws in an opposing viewpoint. •provide a concluding paragraph that restates thesis and answers "so what?" •use transition words and phrases effectively •have adequate command of language skills - errors are occasional, but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors	•Write to a timed essay prompt •Use provided/necessary resources to craft an essay appropriate to the writing task •Assess a sample essay to identify strengths and weakness in level 3 criteria
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:**	**Sample Tasks**
	Recognize or recall specific vocabulary, such as:	
	Perform basic processes, such as:	•Write a part of an essay (introduction, body paragraph, or conclusion) •Underline or highlight different parts of an essay •Assemble cut up essay into the correct order
	•complete some, but not all, of the level 3.0 criteria •has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Writing	
	Topic: Write for Multiple Purposes	
	Level: 8.W.1 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**	**Sample Tasks**
	The student will:	
	•write for multiple purposes (describe, inform, persuade, narrate, entertain or express) while meeting all the level three descriptors plus: -applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words -exhibiting superior command of language skills - errors are infrequent, but no errors impair the flow of communication	•Complete a writing task while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:**	**Sample Tasks**
	•write for multiple purposes (describe, inform, persuade, narrate, entertain, or express) while: -using appropriate structure and style -using enough detail to fully accomplish the task - exhibiting adequate command of language skills - errors are occasional, but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors	•Write a detailed summary that supports an analysis of a text •Create an informative presentation •Create an infographic •Write an alternative ending or sequel to a story •Create a multimedia project
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:**	**Sample Tasks**
	Recognize or recall specific vocabulary, such as:	
	Perform basic processes, such as:	•Identify the author's purpose in a given passage/text •Determine the best structure and style for a given assignment based on purpose
	•write for multiple purposes (describe, inform, persuade, narrate, entertain, or express). -writing may be off-topic, missing significant details or information, improper format, etc. •has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Vocabulary	
	Topic: Vocabulary Building	
	Level: 8.RV.1/8.RV.2.1 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**	**Sample Tasks**
	The student will:	
	•identify common alternative forms (other parts of speech) of SAT words •uses context to determine which alternative form of an SAT vocabulary word best fit in a sentence •use context clues to clarify and infer the meaning of unknown words, detect nuances, infer connotations, and differentiate among multiple possible meanings of words and phrases	•List different forms of a given SAT word from memory either verbally or on paper •Complete sentences using correct form of a given SAT word based on context
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:**	**Sample Tasks**
	•understand the relationship between particular words (synonyms/antonyms) •apply vocabulary word to the appropriate situation or example •use context to determine appropriate vocabulary words to use in sentences •change word forms appropriately (i.e. change a verb to past tense or make a word plural to appropriately fit in a sentence) •determine or clarify the meaning of words and phrases using context clues	•Match synonyms and antonyms to vocabulary words •Fill in the blank with an appropriate SAT word •Identify vocabulary word that fits a contextual scenario or example
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:**	**Sample Tasks**
	Recognize or recall specific vocabulary, such as:	•Match vocabulary words to definitions •Write accurate definitions to SAT words
	Perform basic processes, such as:	
	•define grade-level vocabulary, including SAT and academic •use appropriate resources to determine or clarify the meaning of words and phrases	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Language and Writing	
	Topic: Sentence Variety and Strategic Punctuation	
	Level: 8.W.6.1d, W.6.2b **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** 　•vary sentence types in writing to create stylistic interest 　•vary punctuation in writing to create stylistic pauses by using at least two of the terms listed 　 in level 2.0	**Sample Tasks** •Write a passage that includes a variety of sentence types •Given a passage with sentence variety, write an explanation of how said sentence variety creates interest for the reader •Write a passage that includes a variety of punctuated pauses •Given a passage with varied punctuation, write an explanation of how said varied punctuation creates stylistic pauses
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** 　•apply grammar terms (listed at level 2.0) in writing	**Sample Tasks** •Write sentences that apply the grammar terms
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: 　•Subject 　•Verb: helping, linking, action 　•Phrase 　•Independent Clause 　•Dependent Clause 　•Simple Sentence 　•Compound Sentence 　•Complex Sentence 　•Compound Complex Sentence 　•Comma 　•Semi-colon 　•Dash 　•Ellipsis 　•Colon Perform basic processes, such as: 　•identify above grammar terms in writing.	**Sample Tasks** •In a multiple choice question, identify the grammar terms •Label the grammar terms in a given sentence •Place the grammar terms in a given sentence
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Language	
	Topic: Grammar and Conventions	
	Level: 8.W.6.1-2 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •extend writing by making stylistic grammatical choices (ie. uses a semicolon to create less of an interruption to the flow of writing than a comma and period) •write with superior command of language skills •errors are infrequent and no errors impair the flow of communication; specifically: 　•very few or no capitalization, punctuation, or spelling 　•very few or no grammar or word usage errors 　•no paragraphing errors 　•no run-on sentences or sentence fragments 　•variety of sentence structure/sentence combining skills 　•information communicated at a higher level	**Sample Tasks** •ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •write with adequate command of language skills •errors are occasional, but do not impede the flow of communication; specifically: 　•occasional capitalization, punctuation, or spelling errors 　•sentences have occasional grammar or word usage errors 　•writing may have occasional paragraphing errors 　•writing may have run-on sentences or sentence fragments	**Sample Tasks** •ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: Perform basic processes, such as: •write with a minimal command of language skills •errors are frequent and may cause the reader to stop and reread part of the writing; existing errors do impair communication; specifically: 　• frequent capitalization, punctuation, and spelling errors 　• frequent grammar or word usage errors 　• errors in paragraphing or paragraphing may be missing 　• run-on sentences or sentence fragments However, the student exhibits major errors or omissions regarding the more complex ideas and processes. .	**Sample Tasks** •ALL ELA writing tasks - RACE constructed response/paragraphs, essays, in-class written work, homework; online ELA work via Quill, Newsela, CommonLit, Read Works, etc.
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	

	Strand: Media Literacy	
	Topic: Persuasive Techniques	
	Level: 8.MI.2.1 **8 General**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •create examples of persuasive techniques •analyze the effectiveness of a given persuasive technique	**Sample Tasks** •Utilize persuasive techniques to create a poster for or against the windmill in *Animal Farm* •Create a toothpaste advertisement utilizing persuasive technique •Write an essay or paragraph analyzing the effectiveness of a persuasive technique
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	**The student will:** •independently identify persuasive techniques when given an example	**Sample Tasks** •Identify persuasive technique being utilized with a provided example
2.75	Mastery of 2.0 content and significant understanding of 3.0 content with only minor errors or omissions.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
2.25	No major errors or omissions regarding 2.0 content and only rudimentary knowledge of the 3.0 content.	
Score 2.0 Progressing	**The student will:** Recognize or recall specific vocabulary, such as: •Bandwagon •Slippery Slope •Name Calling •Loaded Language •Generalization •Testimonial •Emotional •Logical •Logos •Pathos •Propaganda *Perform basic processes, such as:	**Sample Tasks** •Student will provide a definition of each technique verbally or in writing •Student will match terms to definitions
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	**With help, the student has partial success at score 2.0 content and score 3.0 content.**	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	**Even with help, the student has no success.**	