

Strand: Reading Literature

Topic: Conflict

Level: 7.RL.3.1

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: Identify multiple types of conflict within a piece of literature along with using multiple pieces of text evidence to explain the conflict	
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:	<u>Sample Tasks</u> Identify the impact of the conflict on plot in variety of texts Identify root causes and contributing factors of conflict Determine the motivations and incentives of characters through understanding their interests, needs, views of conflict in variety of texts
	Can analyze how the conflict of a work of literature contributes to its meaning and plot	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: conflict (internal and external), plot, man vs. self, man vs. society, man vs. man, man vs. supernatural, man vs. nature *Perform basic processes, such as: simply identify the conflict with partial omissions and without support of text evidence. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	
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 Literature

Topic: Characterization

Level: 7.RL.2.3

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: can analyze the interaction of elements in a work of literature; specifically, how the character's LAST contribute to the theme, plot, conflict, and using text evidence	
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: can analyze the interaction of the character(s) within a work of literature particularly with LAST and with little to no understanding of how the character(s) contribute to the theme, plot or conflict	<u>Sample Tasks</u>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *Recognize or recall specific vocabulary, such as: direct and indirect characterization	<u>Sample Tasks</u>
	*Perform basic processes, such as: identify character traits (versus character emotions) identify the looks, action, speech, and thoughts (LAST) of a character. **Writing cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	
1.5	identify character traits (versus character emotions)	
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 Literature		
Topic: Plot Structure		
Level: 6.RL.3.1		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The level 4 incorporates a variety of literary skills appropriately when responding to a text.	Given a literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text with additional specific and expanded text evidence.
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:	<u>Sample Tasks</u>
	can define and identify the elements of a plot structure (exposition, rising action, climax, falling action, and resolution). can explain how plot is developed by key events and situations experienced by the characters.	Given a grade level literary text, student can: EXPLAIN and ANALYZE how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: characterization, contribute, development, plot, setting, theme *Perform basic processes, such as: using a graphic organizer (plot diagram), can explain theme, characterization, setting, or plot. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	Given a grade level literary text, student can: EXPLAIN how theme, characterization, setting, or plot (when provided) is developed and contributes to the overall text.
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 Arts

Topic: Vocabulary in Context

Level: 6.RV.2.2/6.RV.2.4

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: Can use and recognize vocabulary in context, and apply it to classroom content.	*Generate new words in writing based on the knowledge of the root or context of the 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: Can create a sentence using vocabulary appropriately in context and apply grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	<u>Sample Tasks</u>
		*Root Word Vocabulary Assessments *Answer a question/create a sentence using a vocabulary word *Recognize words in literary/nonfiction texts and explain how they are used. *Use vocabulary in writing.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *Recognize or recall specific vocabulary, such as: Context, root word	<u>Sample Tasks</u>
	*Perform basic processes, such as: Given choices, can use the appropriate vocabulary word in a sentence using context clues. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	*Root Word Vocabulary Assessments *Match words to meaning *Place words in a sentence *Answer a question/create a sentence using a vocabulary word
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 Literature		
Topic: Themes in Literature		
Level: 7.RL.2.2		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks *Given a literary text, student can: *DETERMINE the implicit/implied THEME and CITE TEXT EVIDENCE as support. *Will also MAKE CONNECTIONS between other texts, self, or world without using opinion or judgement.
	The student will: The level 4 incorporates a variety of literary skills appropriately when responding to a text while making literary and real-world connections with the identified theme.	
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 theme and explain how the author uses details to make the theme clear. Use sufficient evidence, typically three examples, to support correctly stated theme.	Sample Tasks *Given a grade level literary text (Lexile 925-1070), student can: *DETERMINE the IMPLICIT/IMPLIED THEME and *CITE TEXT EVIDENCE as support without using opinion of judgement.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *Recognize or recall specific vocabulary, such as: Cite, evidence, explicit, implicit, implied, judgment, relevant evidence, summarize, theme	Sample Tasks *Given a grade level literary text, student can: *DETERMINE the EXPLICIT/STATED THEME and *CITE TEXT EVIDENCE as support without using opinion of judgement.
	*Perform basic processes, such as: Given choices or using graphic organizer can identify theme and supporting text evidence. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	
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 Literature

Topic: Text Evidence in Fiction and Non-fiction

Level: Citing Appropriate Textual Evidence 7.RL.2.1

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: The level 4 incorporates a variety of literary skills appropriately when responding to a text. In addition to selecting the best evidence to support a given claim, explains why this is the best selection. Develop in-depth commentary (explanation) and higher level inferences in answer.	*Literary and non-fiction analysis
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: Use RACE and: *cites the text using quotes, details, examples, and paraphrasing accurately *cites the best pieces of textual evidence to support analysis *explains what the text says explicitly and when drawing inferences from the text *uses parenthetical citations to cite text	<u>Sample Tasks</u> *Read a grade level passage, cite several pieces of relevant evidence, and explain how the evidence supports the answer *Include parenthetical citations in a literary analysis
	2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task. *Perform basic processes, such as: Use RACE format to answer questions Cites textual evidence to support answer Explains answer	*Provide sample RACE response and be able to identify parts of RACE *When appropriate, use key phrases, such as “according to the text,” “the author states,” etc. in RACE responses *Put RACE responses in correct order *Read a passage and select the correct evidence from a list that supports a given answer *Highlight supporting evidence in the text
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 Arts		
Topic: Writing for Different Genres		
Level: 7.W.1		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks *Essay (informative, narrative, persuasive, expository, argumentative) *Novel Test *Oral Presentation *Book Talk *Independent Reading Project
	The student will: Writing exhibits strong focus, organization, support, and style: A Score Point 4 writing is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance. The piece strongly fulfills its purpose by retelling the main idea and important details. The piece does not include minor details or unrelated information The piece is arranged in an appropriate and clear order The piece includes opening and closing sentences that support the topic The piece includes all the important details that support the main idea Transitions are used effectively	
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: Writing exhibits adequate focus, organization, support, and style: A Score Point 3 writing represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score 4 writing The piece generally fulfills its purpose by retelling the main idea and important details The piece includes few minor details or unrelated information that may minimally impede the focus The piece is generally arranged in an appropriate and clear order The piece includes opening and closing sentences that attempt to support the topic and remains focused The piece includes the majority of the details that support the main idea Attempts to use effective transitions. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task.	Sample Tasks *Written summary *Response to literature *Paragraphs *Compare and Contrast
	2.5	
Score 2.0 Progressing	The student will:	
	*Perform basic processes, such as: Writing exhibits minimal focus, organization, support, and style: A Score Point 2 writing represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak. The piece includes some information with only a few details, or list ideas with minimal facts and supporting details The piece attempts to recognize the correct main idea or topic The piece has a beginning, middle, or end that may be weak or absent The piece attempts to progress in an order that enhances meaning The piece lacks transitions; if transitions are used, they are ineffective or incorrect.*Writing cannot receive a higher than a level two if errors in conventions and grammar impede reading the sample task.	
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	Writing exhibits a less than minimal command of focus, organization, support, and style: A Score Point 1 writing represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style The piece attempts a main idea but sometimes loses focus or ineffectively displays focus The piece includes little information and few or no facts and details to develop the topic The piece has only one or two of the three elements of organization: introduction, middle, conclusion The piece is often repetitive, predictable, or dull Transitions between ideas are absent	
	0.5	
Score 0.0	Even with help, the student has no success.	

Strand: Writing		
Topic: Conventions		
Level: 7.W.1		
Score 4.0 Mastery	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p> <p>The student will:</p> <p>Writing exhibits strong command of language skills: In a Score 4 writing, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication. Words have very few or no capitalization errors Sentences have very few or no punctuation errors Words have very few or no spelling errors Sentences have very few or no grammar or word usage errors Writing has a variety of sentence structures with very few or no errors in usage Writing has very few or no paragraphing errors Writing has very few or no run-on sentences or sentence fragments</p>	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	<p>The student will:</p> <p>Writing exhibits adequate command of language skills: In a Score Point 3 writing, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language. Words have occasional capitalization errors Sentences have occasional punctuation errors Words have occasional spelling errors Sentences have occasional grammar or word usage errors Writing has a variety of sentence structures with only occasional errors in usage Writing has occasional paragraphing errors Writing has occasional run-on sentences or sentence fragments If any of the errors impede the the flow of communication, the paper cannot receive a Score of 3.</p>	Sample Tasks
		*Write a response to a writing prompt, question, etc. in complete sentences that is AT LEAST one paragraph in length employing the components of R.A.C.E. (restate, answer, cite, explain).
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	<p>The student will:</p> <p>Writing exhibits minimal command of language skills: In a Score Point 2 writing, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate. Words have frequent capitalization errors Sentences have frequent punctuation errors Words have frequent spelling errors Sentences have frequent grammar or word usage errors Writing lacks a variety of sentence structures or the sentences have frequent errors in usage Writing has frequent paragraphing errors</p>	
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	<p>Writing exhibits a less than minimal command of language skills: In a Score Point 1 writing, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate. Words have many capitalization errors Sentences have many punctuation errors Words have many spelling errors Sentences have many grammar or word usage errors Writing does not use a variety of sentence structures, or has many errors in usage Writing has many paragraphing errors Writing has many run-on sentences and sentences fragments</p>	
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: Independent Reading/Reading Comprehension

Level: 7.RL.1/7.RN.1

6 Advanced

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks *Independently read and respond to more than two self-selected books per nine weeks at teacher recommended level. Responses may include: teacher conference, book report, written "response to literature" prompt *Consistently participate in 30 book challenge
	The student will: *comprehend, interpret, and analyze grade level and above texts and/or media sources.	
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 *Independent Reading Projects *Book Presentation
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *comprehend grade level texts and/or media sources.	Sample Tasks *Independently read 1 self-selected book per semester at a teacher recommended level. Score cannot receive higher than a level two if errors in conventions and grammar impede reading the sample task. *Score in the Advanced Range (1121+) on SRI
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 (970-1120) 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 770-969) 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-769) on SRI
Score 0.0	Even with help, the student has no success.	