		Strand: Reading
		Topic: Reading Comprehension
		Level: 7-8.RL.1/7-8.RN.1 **7 Advanced**

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 appropriate SAT/interesting vocabulary words
	 •explain how the interaction of elements of fiction 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
		 •Analyze above grade-level texts by answering and asking 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 SAT vocabulary words
		 •Identify the overall text structure employed by an author who uses multiple structures within 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:**
	
	 •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 conflicts?
		   -Who are the characters? (static, dynamic, round, flat…)
		 •Answer and ask higher-level questions on Bloom's taxonomy for a chosen passage
		 •Answer questions relating to text structure including:
		   •cause/effect •problem/solution •compare/contrast
		   •sequence/chronology •description

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:
	 •comprehend grade level texts and/or media sources by using reading strategies, such as:
	   •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
		   -list annotations
		 •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: Identifying and Explaining Characterization	
	Level: 7-8.RL.2.3 **7 Advanced**	
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:	•Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and SAT vocabulary words •Write a story with well-developed characters
	•analyze how the author uses characterization to reveal the meaning of the text in a grade level or above text while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words •effectively apply characterization in writing	
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 and explain the correct character traits (vs character emotions) •make inferences and predictions about a character (or the character's actions in the plot) •trace the changes that a character undergoes over the course of a text	•Identify and explain an appropriate character trait on a grade-level "cold" read •Complete a written character analysis •Use a LAST chart to make inferences with text support •Create a comic strip that illustrates a character's changes over the course of a 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:	•Identify an appropriate character trait on a grade-level "cold" read •Complete a guided character analysis •Complete a LAST chart •Create a bio cube or character man identifying character traits •Watch a short video clip and identify a character trait for a given character
	•direct and indirect characterization •LAST (looks, actions, speech, thoughts)	
	Perform basic processes, such as:	
	•identify character traits •make basic inferences	
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 Point of View and Perspective	
	Level: 7-8.RL.3.2 **7 Advanced**	
Score 4.0 **Mastery**	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •analyze how the author uses a certain perspective to contribute to the text's meaning, specifically theme, in a grade level or above text while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary words	**Sample Tasks** •Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and SAT 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:** •explain how the point of view/perspective of a character may influence the interpretation of events in a text (for example, how a character interprets an event based on their unique experiences or background knowledge) •explain how the point of view/perspective of a character changes •explain why the author may chose a specific point of view/perspective for a text •write from different characters' perspectives	**Sample Tasks** •Write a six word memoir from the POV perspective of a character •Compare and contrast the POV/perspectives of characters from a novel or passage •Given a provided scenario, explain differences in perspectives from multiple characters •Write a scene from the point of view/perspective of various characters in a text •Retell a fairy tale from a different point of view/perspective •Write a paragraph explaining why the author chose a specific point of view/perspective for a 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:** Recognize or recall specific vocabulary, such as: •point of view and perspective Perform basic processes, such as: •identify the point of view of a text (first person, third person limited, third person omniscient) •identify the changes in a character's point of view/perspective	**Sample Tasks** •Identify the point of view of a text in a cold read •Identify the perspective from which a text is written
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: Explaining Theme	
	Level: 7-8.RL.2.2 **7 Advanced**	
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 a paragraph describing the thematic similarities between *Unwind* and "Harrison Bergeron" •Discuss in a literature circle the thematic similarities between *Unwind* and *Dr. Jekyll and Mr. Hyde* •Write a paragraph describing the thematic similarities between *Dr. Jekyll and Mr. Hyde* and "The Black Cat" •Write a short story with a well-developed theme
	•analyze in detail the development of a theme or central idea over two or more works •identify and differentiate between major and minor themes in a work •write to develop a specific 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:**	**Sample Tasks**
	•identify the theme or central idea of a grade-level work of literature in one sentence •analyze how plot, characters, and conflict develop theme •explain text-to-self/world and/or text-to-text connections with theme	•Write a one sentence statement of the theme after reading a story •Write a detailed explanation of how events from a text support a theme •Explain how a song's theme or a video clip would represent an excerpt from a novel •Write a paragraph explaining how a text's theme applies to your life •Write a paragraph explaining theme by how characters change in a story, through plot, and/or through conflict (for example, "How does Lev's changing perspective on unwinding reveal a theme in *Unwind?"*)
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: •theme vs. topic vs. moral Perform basic processes, such as: •identify the topic related to the theme or central idea of a work of literature in a grade level text. •identify the theme or central idea of a work when provided choices in a grade level text.	•Identify a one sentence theme when given a multiple choice question •Identify the topic related to the theme (for example, after reading Unwind the student might identify identity 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: 7-8.RN.2.2 **7 Advanced**	
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 similarities and differences of the main idea of two passages/texts with the same topic	**Sample Tasks** •Complete items listed in sample tasks 3.0 with the use of paired and/or above grade-level passages while applying a variety of stylistic ELA writing skills and 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:** •read a multi-paragraph text/passage (with implied rather than explicitly stated main idea) and explain the main/central idea by providing supporting details	**Sample Tasks** •Write an explanation of the main/central idea by listing supporting details •Complete a graphic organizer with main idea and supporting 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: • retell •summary •main/central idea •topic Perform basic processes, such as: •given a grade-level text and choices, a student can identify the main/central idea of a paragraph; i.e., "the main/central idea of the passage is dogs are excellent pets." •given a below grade-level text, a student can write the main idea in one sentence	**Sample Tasks** •Identify the main/central idea of a paragraph in a multiple choice question •Write a one-sentence main idea (below grade-level 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	
	Topic: Figurative Language	
	Level: 7-8.RV.3.1-3 **7 Advanced**	
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 an essay using a variety of figurative language •Create a metaphor poem •Utilize figurative language in the children's book project •Write a poem using multiple examaples of figurative language (over 3 different types) •Write a story using multiple examples of figurative language (over 3 different types) •Create the "medicine cabinet" poem about family using multiple types of figurative language •Create a "menu" that applies the use of figurative language throughout
	•apply figurative language in writing 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** •Explain the author's meaning of figurative language •Explain what two things are being compared in a metaphor and why •Describe the impact the figurative language had on the overall piece (affects tone, affects meaning, it's fresh and engaging, it adds style...) •Create a graphic showing understanding of the figurative language •Create a cartoon contrasting literal and figurative language •Rewrite/edit sentences by adding figurative language •Create examples of figurative language
	•explain and analyze the use of figurative language in text and/or media sources •create examples of figurative language	
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: •literal •figurative •simile •metaphor •personification •alliteration •idiom •hyperbole •onomotopeia Perform basic processes, such as: •identifies figurative language in the text and/or media sources	**Sample Tasks** •Identify figurative language in a scavenger hunt, in isolation, and/or a passage/text/media source •Identify metaphors in *Unbroken*
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: Citing and Explaining Appropriate Textual Evidence in Writing	
	Level: 8.RL.2.1/8. RN.2.1 **7 Advanced**	
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 rare/infrequent, but no errors 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 imped the flow of communication; the writer's meaning is not seriously obscured by language errors	**Sample Tasks** •Read a text and answer a prompt in RACE format, including relevant evidence and a strong explanation -For example: "What type of person is Mr. Utterson"? •Cite relevant evidence from a 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 errorrs do impair communication.	**Sample Tasks** •Answer a prompt in RACE format -For example: "Who is the most heroic character in Unwind?
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: 7-8.W.3.1-3 **7th Advanced**	
Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.** **The student will:** •include RACE parts in a body paragraph, but utilizes a unique order to create a more complex structure •extend RACE parts in a body paragraph into transition, cite, and explain (RACETCE) •demonstrate complex thinking and analysis that is above grade level •include a variety of stylistic ELA writing skills and SAT/interesting words •include a hook that is exceptionally interesting •have superior command of language skills - errors are rare/infrequent, but no errors impair the flow of communication	**Sample Tasks** •Revise the order of elements within a RACE body paragraph of an essay •Extend a RACE body paragraph in an essay
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 an introduction that includes hook, information, thesis •organize the reasons and evidence logically through the body paragraphs using RACE format •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	**Sample Tasks** •Write to a timed essay prompt •Write essay explaining which character is the most heroic in *Unwind* •Write essay completing a literary analysis of *Dr. Jekyll and Mr. Hyde* •Assess a sample essay to identify strengths and weakness in level 3 requirements
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: •complete some, but not all of the level 3 criteria •has minimal command of language skills - errors are frequent and may cause the reader to stop and reread part of the writing; existing erros do impair communication	**Sample Tasks** •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 •Assess a sample essay to identify strengths and weakness in level 3 criteria
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 and Speaking	
	Topic: Writing and Presenting for Multiple Purposes	
	Level: 7-8.W.1/7-8.SL.4.1 **7th Advanced**	

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 and present for multiple purposes (describe, inform, persuade, narrate, entertain, or express) while meeting all the level 3.0 descriptors plus:
	   -apply a variety of stylistic writing skills and appropriate SAT/interesting vocabulary words
	   -have a superior command of language skills - errors are rare/infrequent, but no errors impair the flow of communication
	•wears professional clothing to present
	•adapts presentation appropriately to audience body language and mood
	•exceptionally explains information in a way that is enlightening to audience
	•uses appropriate inflection and pitch while speaking
	•fully memorize presentation
		Sample Tasks
		
		•Write a children's book while applying a variety of stylistic writing skills and appropriate SAT/interesting vocabulary words
		•Write presentation slides while applying a variety of stylistic writing skills and appropriate SAT/interesting vocabulary words
		•Wear professional clothing for Victorian research presentation

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 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
	•present information in a coherent manner with pertinent facts and examples
	•present using appropriate eye contact with audience
	•present using adequate volume and clear pronunciation
	•present with few filler words
	•present using with natural gestures and movements
	•add details and examples to the presentation that are not listed on the visual slide
	•have presentation mostly memorized (may need to glance or look down at notecards occasionally)
		Sample Tasks
		
		•Write well-organized presentation slides
		•Write a children's book
		•Present Victorian research projects to class
		•Present *Unwind* soundtrack 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:
	
	Recognize or recall specific vocabulary, such as:
	
	Perform basic processes, such as:
	
	•write for multiple purposes (describe, inform, persuade, narrate, entertain, or express)
	   -writing may be off-topic, missing significant details or information, improper format, etc.
	   -writing reveals 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
	•present using some, but not all of the level 3 descriptors
		Sample Tasks
		
		•Complete level 3.0 sample tasks with significant teacher support

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: 7-8.RV.1 **7 Advanced**	
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 all alternative forms (other parts of speech) of SAT Words listed in the curriculum •use context to determine which alternative form of an SAT vocabulary word best fits in a sentence •when given a synonym/antonym, write the correct corresponding SAT word in the same the part of speech as the given synonym/antonym •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 •Write SAT words in the correct part of speech to match given synonyms and antonyms (i.e. corroborate: validate; corroboration; validation)
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:** •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	**Sample Tasks** •Match correct synonyms and antonyms to vocabulary words •Fill in the blank with an appropriate SAT word •Identify vocabulary word that fits a contextual scenario
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: •define grade-level vocabulary, including SAT and academic •use appropriate resources to determine or clarify the meaning of words and phrases in reading	**Sample Tasks** •Match vocabulary words 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.**	

	Strand: Language

	Topic: Stylistic Writing

	Level: 7-8.W.6.1e 7 Advanced

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 a paragraph/essay incorporating a variety of appropriate Smiley Face Tricks and/or sentence variety strategies while using appropriate SAT/interesting vocabulary words	**Sample Tasks** •Write a story, paragraph, and/or essay and apply appropriate Smiley Face Tricks and/or sentence variety strategies *Build a mentor sentence web with multiple sentnece types and Smiley Face Tricks
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 Smiley Face Tricks in writing
	•write sentences correctly using sentence variety strategies including~
	   •sentence length
	   •sentence openings
	   •transitions
	   •compound sentences (FANBOYS and semi-colon)
	   •complex sentences
	   •appositives
		Sample Tasks
		•Edit/revise paragraphs in order to add Smiley Face Tricks and sentence variety strategies
		•Complete a common assessment over Smiley Face Tricks and/or sentence variety strategies
		•Complete a quick write utilizing three different Smiley Face Tricks and/or sentence variety strategies
		*Improve/create mentor sentences for a specific grammatical effect/skill

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:
	   •define and identify "Smiley Face Tricks" including magic 3 (series), figurative language specific details for effect, repetition for effect, expanded moment, humor, hyphehnated modifier, and full circle ending
	   •define and identify sentence variety strategies including sentence length, sentence openings (prepositional phrases, adverb), transitions, simple/compound/complex sentences, appositives
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
		Sample Tasks
		
		•Make a PowerPoint defining Smiley Face Tricks and sentence variety strategies
		•Complete a worksheet and/or assessment identifying Smiley Face Tricks and sentence variety strategies
		•Complete a multiple choice assessment over Smiley Face Tricks and sentence variety strategies
		*Replicate a teacher-provided mentor 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: 7-8.W.6.1-2 **7 Advanced**	

Score 4.0 Mastery	**In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.**
	
	The student will:
	
	*extends by makes 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 rare/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, puntuation, 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, puntuation, 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.
	
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		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.**	