	Strand: Reading

Strand: Reading

Topic: Reading Comprehension

Level: 8-9.RL.1/8-9.RN.1
8 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 grade level and above texts and/or media sources via literary analysis while applying a variety of stylistic ELA writing skills and SAT/interesting vocabulary words
	•explain how the interaction of elements of fiction contribute to the text's meaning in an above grade-level text
	
	The student exhibits no major errors or omissions.
		Sample Tasks
		•Answer questions relating, but not limited to, the interaction of the following elements:
		  •tone •figurative language
		  •point of view/perspective
		  •allusion •foreshadowing •flashback
		  •characterization •mood •irony
		•Answer/discuss inference, interpretation, analysis, evaluation and synthesis questions on Bloom's Taxonomy for a chosen grade-level passage
		•Create/discuss questions for a literature circle, class lesson, or Socratic Seminar with high level questions
		•Makes connection to other texts
		•Write a summary on an above grade-level text
		•In non-fiction, 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** •Answer questions related to elements of fiction including: plot, setting, conflict, theme, character (static, dynamic, etc.), point of view/perspective •Answer inference questions (high-level Bloom's) •Participate in comprehension, interpretation, and analysis roles in a lit. circle, discussion, or Socratic Seminar •Write a literary letter/ summary with all required components •Use the SWBST (somebody, wanted, but, so, then) •Explain main idea + key details •In non-fiction, answer questions over author's purpose and perspective •In non-fiction, utilize text structures to demonstrate comprehension (for example, write a compare/contrast paragraph on a given set of passages)
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:
	  •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 and complete an active reading graphic organizer
		•Score in the Advanced Range (1261+) on SRI
		•Answer lower-level questions on Bloom's taxonomy for a chosen passage
		•Participate in comprehension roles in a literature circle, classroom discussion, or Socratic Seminar by answering low-level comprehension questions
		•Write a basic summary or literary letter
		•Draw a cartoon version of a scene, chapter, or story
		•In non-fiction, answer questions regarding text structures (for example, answer questions over chronological events)

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 (1050-1260) 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 (850-1049) 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-849) on SRI
Score 0.0	**Even with help, the student has no success.**	

	Strand: Reading	
	Topic: Irony	
	Level: 8-9.RV.3.3 **8 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:** •create examples of dramatic, situational, and verbal irony •explain how different types of irony affect or contribute to meaning of an above-grade-level text •incorporate dramatic, situational, and/or verbal irony in writing while applying a variety of stylistic ELA writing skills and SAT/interesting vocabulary words	**Sample Tasks** •Create a headline that illustrates situational irony •Create a comic strip that contains verbal, dramatic or situational of irony •Explain how verbal irony contributes to characterization •Explain how situational irony contributes to plot twists •Explain how dramatic irony creates suspense
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 an example of irony as dramatic, situational, or verbal	**Sample Tasks** •Find and classify an example of irony within a passage •Recognize real-word use of types of irony (newspaper, music, movies, 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: •dramatic irony •situational irony •verbal irony Perform basic processes, such as: •identifies an example of irony	**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: 8-9.RV.3.1-2 **8 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: •develop mood in a writing activity while applying a variety of stylistic ELA writing skills and SAT/interesting vocabulary words •compare two texts that develop the same mood	•Write a passage that demonstrates mood through dialogue, setting, plot, and imagery •Compare a poem to a short story to determine how the mood is developed •Rewrite a passage changing one mood to another
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 mood of a text and explain how the author develops the mood •compare/contrast how mood may change throughout a text	**Sample Tasks** •Identify a mood word to fit a text and circle words that create the mood •Write an explanation of how the author develops mood in RACE format •Draw pictures to represent development of different moods in a text •Write a paragraph to explain how the mood changes from one mood to another in 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: •mood •dialogue •setting •plot •imagery Perform basic processes, such as: •identify different ways the author can develop moods (i.e. dialogue, setting, word choice, plot, imagery)	**Sample Tasks** •Write definition of mood •List different ways the author can develop mood •Identify mood in a visual representation
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: 8-9.RL.2.2 **8 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:** •provide a detailed summary of the development of theme over the course of a work of literature (focus on characters, setting, plot, and conflict) •explain the development of multiple themes, via literary analysis, over the course of a work of literature (grade level or above) while applying a variety of stylistic ELA writing skills and SAT/interesting vocabulary words •write to develop a specific theme while applying a variety of stylistic ELA writing skills and SAT/interesting vocabulary words	**Sample Tasks** •Write a summary analyzing theme •Write an essay or paragraph comparing/contrasting how a theme is developed in two works (paired texts), and/or, how two or more themes are developed over the course of a work •Create a short story with a well-developed theme •Write an essay or paragraph explaining the text to self connections with a variety of themes
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 minor and major themes in a grade-level or above text •analyze the development of the major theme over the course of a work of literature in a grade level or above-grade level text •explain text-to-text/world and/or text-to-self connections with theme	**Sample Tasks** •Identify theme; use text support to explain theme •Write a detailed explanation about how events from a text support a theme •Write a paragraph explaining text-to-text/world and/or self connections with theme •Explain how a song's theme or a video clip would represent an excerpt from a novel •Use a graphic organizer to identify the major and minor themes in a work •Using various media sources-songs, video clips, etc. as source material, -a student can adequately explain theme •Identify the "best" theme on a multiple-choice assessment
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 the 3.0 process using a below grade-level text	**Sample Tasks** •Complete 3.0 sample tasks with a below grade-level text •When given a multiple choice question, identify theme and associated supporting details
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: 8-9.RN.2.2 **8 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:** •identify several main ideas within a passage and explain the overall implied main idea for the 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:** •explain 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/central idea is supported by key details	**Sample Tasks** •Write a detailed 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: 8-9.RV.3.1/8-9.RL.2.1 **8 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:** •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: 8-9.RL.2.1/8-9.RN.2.1 **8 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, critical thinking, and well-reasoned explanations while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary •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 while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary
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:** •cite and support analysis of the text using quotes, details, examples, and paraphrasing accurately •develop a clear and well-defined topic sentence that includes an answer that directly correlates to the prompt •cite and support analysis using the best/relevant pieces of textual evidence using parenthetical citations •demonstrate critical thinking by fully explaining what the text says explicitly and when drawing inferences and interpretations from the text •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** •Write a RACE response with in-depth commentary (explanation) and higher level inferences and interpretations •Write multiple interpretations that can be perceived or derived from a given text •Write an extended RACE response (RACETCE)
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: Perform basic processes, such as: •use RACE format to answer questions •cite textual evidence to support answer •explain answer •has minimal command of language skills - errors are frequent and may cause the reader to to stop and reread part of the writing; existing errors do impair communication	**Sample Tasks** •Read a grade level passage, cite several pieces of relevant evidence, and explain how the evidence supports the answer •Write a complete RACE response
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 for Multiple Genres		
Level: 8-9.W.3.1-3.3 **8 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 an organized, structured genre appropriate essay while applying a variety of stylistic ELA writing skills and appropriate SAT/interesting vocabulary •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 •have superior command of language skills - errors are rare/infrequent, and no errors impair the flow of communication	**Sample Tasks** •Write an exceptional essay that includes sentence variety strategies, accurate use of SAT/interesting vocabulary words, stylistic grammatical choices, and correct parenthetical citations (as needed)
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 organized, structured genre, expository or argumentative focus, appropriate essay that includes:
	    •introduction using HIT (hook, information/issue, thesis)
	    •body paragraphs that provide logical reasons/evidence and thorough explanation/commentary
	    •if argumentative, include a counter-argument that addresses flaws in opposing viewpoints
	    •conclusion using SWAB (so what/advice/belief)
	    •transition words/phrases that are effective and clarify the relationships among ideas and concepts
	    •data from a variety of sources (as needed)
	    •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 a developed essay
		•Write a timed-essay prompt
		•Assess a sample essay to identify strengths and weaknesses in level 3.0 criteria
		•Edit and revise an essay to improve the clarity, order, and fluency

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:
	
	Perform basic processes, such as:
	
	    •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
		Sample Tasks
		
		•Write a basic essay
		•Write a part of an essay
		•Identify and label the paragraphs of an essay
		•Put the paragraphs of an essay in correct sequential order

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: 8.W.1/7-8.SL.4.1 8 Advanced

		Sample Tasks

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 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
	  -express originality
	•present for multiple purposes plus:
	  -adapt presentation appropriately to audience body language and mood (ability to think on feet)
	  -exceptionally explain information in a way that is enlightening to audience
	  -use appropriate inflection and pitch while speaking
	  -fully memorize presentation
	  -create attractive, engaging audio/visual aids
		•Complete 3.0 sample tasks with above grade-level and above primary source text material

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, argue/persuade, narrate, entertain, or express) while:
	  -using appropriate structure and style (provide source material as needed)
	  -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 for multiple purposes while:
	  -presenting information in a coherent manner with pertinent facts and examples
	  -using appropriate eye contact with audience
	  - using adequate volume and clear pronunciation
	  -using with few filler words
	  -using with natural gestures and movements
	  -having presentation mostly memorized (may need to glance or look down at notecards occasionally)
	  -delivering content using a style that is appropriate to topic's purpose
	  -organizing time sufficiently to meet the required time allotment
	  -adding details and examples to the presentation that are not listed on the visual slide
	  -utilizing well-produced audio and visual aids (multi-media) appropriately to supplement information
		Sample Tasks
		
		•Write and present well-organized presentation slides via PowerPoint or another electronic presentation program
		•Write and present in a "talk-show" format
		•Write and present a lesson for a novel
		•Write and present/participate in a formal debate

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, argue/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 3.0 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: 8-9.RV.1/8-9.RV.2.1 **8 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:** •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	**Sample Tasks** •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 However, the student exhibits major errors or omissioins regarding the more complex ideas and processes.	**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 and Writing	
	Topic: Sentence Variety and Strategic Punctuation	
	Level: 8.W.6.1d, W.6.2b **8 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:** •vary sentence type/structure in writing to create stylistic interest •vary punctuation in writing to create stylistic pauses by using appropriate punctuation •vary punctuation in writing to create stylistic interest •diagram phrases, clauses, structure, and sentence types	**Sample Tasks** •Write a passage that includes a variety of sentence structure/ 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 •Diagram sentence/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:** •apply grammar terms (listed at level 2.0) in writing as a means to develop sentencevariety •diagram sentences (parts of speech only)	**Sample Tasks** •Write sentences that illustrate the grammar terms •Diagram sentence/passage
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: •all parts of speech •phrases (prepositional, gerund, infinitive, participle, appositive) •clauses (independent, dependent) •sentence structure (subject, verb, object) •sentence types (simple, compound, complex, compound-complex) •punctuation terms (semi-colon, dash, ellipsis, colon) Perform basic processes, such as: •define all terms listed in 2.0 •identify parts of speech in a sentence •identify sentence parts •demonstrate basic understanding of punctuation and capitalization	**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 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:** •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: Language		
Topic: Rhetorical Strategies and Logical Fallacies		
Level: 8-9.RL.8.3.1-4.1 **8 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:** •apply multiple rhetorical appeals effectively •apply multiple rhetorical devices effectively •apply understanding of a logical fallacy and appropriately provide a logical counterargument	**Sample Tasks** •Write an argumentative essay effectively applying multiple rhetorical appeals and rhetorical devices •In a written analysis, explain and counter logical fallacies in a passage/text •Deliver a debate speech correctly applying multiple rhetorical appeals and rhetorical devices •Participate in a debate crossfire and counter opponent's argument by noting logical fallacies and effectively providing counterarguments
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 rhetorical appeals •apply rhetorical devices •apply understanding/recognition of logical fallacies	**Sample Tasks** •Write three separate appeals employing the primary characteristics of each type of rhetorical appeal •Create a commercial illustrating rhetorical appeals and logical fallacies •Deliver a debate speech using 1-2 rhetorical appeals and 1-2 rhetorical devices •Assess an argument for its rhetorical appeals and rhetorical devices and weaknesses •Recognize logical fallacies in a written or verbal argument
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 rhetorical appeals including ethos, pathos, and logos •define and identify rhetorical devices such as: 　-questions (rhetorical, hypophora)　　-description/imagery　　　-parallel structures 　-figurative language　　　　　　　　-rule of three　　　　　　 -anaphora 　-hyperbole　　　　　　　　　　　　-anecdote　　　　　　　 -allusion 　-euphemisms and connotation　　　　　-downplaying and understating 　-distinctio　　　　　　　　　　　　-apophasis •define and identify common logical fallacies such as: 　-bandwagon　　　　　　　　　-slippery slope　　　　-overgeneralization 　-loaded language　　　　　　　-ad hominem　　　　　 -testimonial 　-post hoc reasoning　　　　　　-false dichotomy　　　　-begging the question 　-circular argument　　　　　　 -non sequitur　　　　　 -red herring 　-appeal to the crowd/tradition　 -strawman	**Sample Tasks** •Define and identify rhetorical appeals, rhetorical devices, and logical fallacies in a passage/text •Illustrate rhetorical appeals, rhetorical devices, and logical fallacies
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.**	