ELA
Graduation Proficiencies
(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of Students proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.

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Graduation Proficiency #1- **Reading**
Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

Elementary K-2

Performance Indicators:
K-2
a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.K.1, RI.K.3, RL.K.1, RL.1.1, RL.2.1)
b. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area. (RI.K.4, RI.1.4, RI.2.4)
c. Read literature and informational texts appropriately complex for the grade level. (RI.K.10, RI.1.10, RI.2.10, RF.K.4, RF.1.4, RF.2.4)
d. Describe how characters in a story respond to major events and challenges. (RL.K.2, RL1.2, RL.2.2, RL.K.3, RL1.3, RL.2.3)
e. Actively engage in group reading activities with purpose and understanding. (RL.K.10, RL.1.10, RL.2.10)
f. Know and apply grade-level phonics and word analysis skills in decoding words at grade level. (RF.K.3, RF.1.3, RF.2.3)

Kindergarten Scoring Criteria- Proficiency 1

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
k.a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	With repeated prompting and support, students (I) can answer some questions, retell some familiar details. Student rarely asks questions.	With prompting and support, students (I) can ask and answer some questions, retell some details.	With occasional prompting and support, students (I) can ask and answer questions, retell familiar or key details.	Students (I) can answer questions, retell familiar details.

k.b. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With constant support and modeling, Students (I) can demonstrate understanding of some letter names, spoken words, syllables, and sounds.	With support students (I) can demonstrate understanding of the letter names, some spoken words, syllables, and sounds.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and spoken words at grade level.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and sounds beyond grade level.
k.c. Read literature and informational texts appropriately complex for the grade level.	With modeling and much support, students (I) can read some words and use the pictures to support my understanding of literature and informational text at the kindergarten complexity band.	With support, students (I) can read accurately to understand literature and informational text at the kindergarten complexity band.	Students (I) can read accurately and fluently to understand literature and informational text at the kindergarten complexity band.	Students (I) can read accurately and fluently to understand literature and informational text beyond the kindergarten complexity band.
k.d.Describe how characters in a story respond to major events and challenges.	Students (I) can with direct questioning, prompting, and multiple reads, identify character and setting and does reference events.	Students (I) can with direct questions and prompting, identify the characters, setting, primary major problem and solution.	Students (I) can retell stories including describing characters, settings, and major events in a story, using key details.	Students (I) can retell stories including richly describing characters, settings, and major events in a story, using multiple key details in text beyond the grade complexity band.
k.e. Actively engage in group reading activities with purpose and understanding.	Student (I) does not participate and listen during group reading activities.	With some support students (I) do participate in group reading activities with purpose and understanding.	Students (I) Actively engage in group reading activities with purpose and understanding.	Students (I) actively participate and listens during group reading activities and make connections to other stories or personal experiences.

k.f. Know and apply grade-level phonics and word analysis skills in decoding words at grade level.	With constant support, modeling, and re-teaching, students (I) know and apply grade-level phonics and word analysis skill in decoding words.	With some support students (I) know and apply grade-level phonics and word analysis skill in decoding words.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words at grade level.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words beyond grade level.
Grade 1 Scoring Criteria-Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
1.a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	With repeated prompting and support, students (I) can answer some questions, retell some familiar details. Student rarely asks questions.	With prompting and support, students (I) can ask and answer some questions, retell some details.	With occasional prompting and support, students (I) can ask and answer questions, retell familiar or key details.	Students (I) can answer questions, retell familiar details.
1.b. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With constant support and modeling, Students (I) can demonstrate understanding of some letter names, spoken words, syllables, and sounds.	With support students (I) can demonstrate understanding of the letter names, some spoken words, syllables, and sounds.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and spoken words at grade level.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and sounds beyond grade level.

1.c. Read literature and informational texts appropriately complex for the grade level.	With modeling and much support, students (I) can read some words and use the pictures to support my understanding of literature and informational text at the grade 1 complexity band.	With support, students (I) can read accurately to understand literature and informational text at the grade 1 complexity band.	Students (I) can read accurately and fluently to understand literature and informational text at the grade 1 complexity band.	Students (I) can read accurately and fluently to understand literature and informational text beyond the grade 1 complexity band.
1.d.Describe how characters in a story respond to major events and challenges.	Students (I) can with direct questioning, prompting, and multiple reads, identify character and setting and does reference events.	Students (I) can with direct questions and prompting, identify the characters, setting, primary major problem and solution.	Students (I) can retell stories including describing characters, settings, and major events in a story, using key details.	Students (I) can retell stories including richly describing characters, settings, and major events in a story, using multiple key details in text beyond the grade 1 complexity band.
1.e. Actively engage in group reading activities with purpose and understanding.	Student (I) does not participate and listen during group reading activities.	With some support students (I) do participate in group reading activities with purpose and understanding.	Students (I) Actively engage in group reading activities with purpose and understanding.	Students (I) actively participate and listens during group reading activities and make connections to other stories or personal experiences.
1.f. Know and apply grade-level phonics and word analysis skills in decoding words at grade level.	With constant support, modeling, and re-teaching, students (I) know and apply grade-level phonics and word analysis skill in decoding words.	With some support students (I) know and apply grade-level phonics and word analysis skill in decoding words.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words at grade level.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words beyond grade level.
Grade 2 Scoring Criteria- Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*

2.a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	With repeated prompting and support, students (I) can answer some questions, retell some familiar details. Student rarely asks questions.	With prompting and support, students (I) can ask and answer some questions, retell some details.	With occasional prompting and support, students (I) can ask and answer questions, retell familiar or key details.	Students (I) can answer questions, retell familiar details.
2.b. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With constant support and modeling, Students (I) can demonstrate understanding of some letter names, spoken words, syllables, and sounds.	With support students (I) can demonstrate understanding of the letter names, some spoken words, syllables, and sounds.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and spoken words at grade level.	Students (I) can demonstrate understanding of letter names, spoken words, syllables, and sounds beyond grade level.
2.c. Read literature and informational texts appropriately complex for the grade level.	With modeling and much support, students (I) can read some words and use the pictures to support my understanding of literature and informational text at the 2nd grade complexity band.	With support, students (I) can read accurately to understand literature and informational text at the 2nd grade complexity band.	Students (I) can read accurately and fluently to understand literature and informational text at the 2nd grade complexity band.	Students (I) can read accurately and fluently to understand literature and informational text beyond the the 2nd grade complexity band.
2.d.Describe how characters in a story respond to major events and challenges.	Students (I) can with direct questioning, prompting, and multiple reads, identify character and setting and does reference events.	Students (I) can with direct questions and prompting, identify the characters, setting, primary major problem and solution.	Students (I) can retell stories including describing characters, settings, and major events in a story, using key details.	Students (I) can retell stories including richly describing characters, settings, and major events in a story, using multiple key details in text beyond the grade complexity band.

2.e. Actively engage in group reading activities with purpose and understanding.	Student (I) does not participate and listen during group reading activities.	With some support students (I) do participate in group reading activities with purpose and understanding.	Students (I) Actively engage in group reading activities with purpose and understanding.	Students (I) actively participate and listens during group reading activities and make connections to other stories or personal experiences.
2.f. Know and apply grade-level phonics and word analysis skills in decoding words at grade level.	With constant support, modeling, and re-teaching, students (I) know and apply grade-level phonics and word analysis skill in decoding words.	With some support students (I) know and apply grade-level phonics and word analysis skill in decoding words.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words at grade level.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words beyond grade level.

Graduation Proficiency #1- Reading

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts

Elementary 3-5

Performance Indicators:
a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (using evidence) as the basis for the answers. (RI.3.1, RI.4.1, RI.5.1)
b. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL3.4, RL.4.4, RL.5.4)
c. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3, RF.4.3, RF.5.3)
d. Describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events. (RL.3.3, RL.3.3, RL.4.3, 5.3)
e. Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently, fluently, and proficiently. (RL.3.10, RL.4.10, RL.5.10)
f. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.1, RI.4.1, RI.5.1)
g. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area. (RI.3.4, RI.4.4, RI.5.4)
h. Read and comprehend informational texts, including history/social studies, science, and technical texts, at the appropriate grade band independently, fluently, and proficiently. (RI.3.10, RI.4.10, RI.5.10, RF.3.4, RF.4.4, RF.5.4)

Grade 3 Scoring Criteria- Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
3.a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (using evidence) as the basis for the answers.	With much modeling, guidance and support, students (I) can ask and answer questions to demonstrate understanding of a text.	With some prompting and support, students (I) can ask and answer questions to demonstrate my understanding of a text. I may need guidance to refer explicitly (using evidence) to the text as the basis for the answers.	Students (I) can independently ask and answer questions to demonstrate understanding of a text, referring explicitly (using evidence) to the text as the basis for the answers.	Students (I) can demonstrate the ability to analyze, synthesize, and/or evaluate information to answer questions, referring explicitly (using evidence) to the text as the basis for the answers.
3.b.Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With significant modeling, prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With some prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language using insightful explanation supported by key details from the text.
3.c. Know and apply grade-level phonics and word analysis skills in decoding words.	Students (I) know and apply phonics and word analysis skills in decoding words two or more grade levels below.	Students (I) know and apply phonics and word analysis skills in decoding words one grade level below.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words.	Students (I) know and apply phonics and word analysis skills in decoding words above grade level.
3.d. Describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	With significant modeling, prompting and support, students (I) can describe characters in a story (e.g., their traits, motivations, or feelings).	With some prompting and support, students (I) can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their	Students (I) can describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	Students (I) can compare and contrast characters roles in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

		actions contribute to the sequence of events.		
3.e. Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently fluently, and proficiently.	Students (I) can begin to distinguish point of view from that of the narrator, characters, or author of a text.	Students (I) can distinguish point of view from that of the narrator, characters, or author of a text with prompting.	Students (I) can Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently, fluently, and proficiently.	Students (I) can explain how an author's point of view influences the meaning, style and content of text.
3.f. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	With significant modeling, prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time.	With some prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can compare and contrast the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.g.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With significant modeling, prompting and support, students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With some prompting and support, students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	Students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	Students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area with an insightful explanation supported by key details
3.h. Read and comprehend informational texts, including history/social studies, science, and	Students (I) can read with some accuracy and fluency, but require additional support to comprehend literature and	Students (I) can read with some accuracy and fluency but require additional support to comprehend literature and	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature and informational	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature and informational texts

technical texts, at the appropriate grade band independently, fluently, and proficiently.	informational text at the grade K-2 complexity band	informational text at the grade 3 complexity band	text at the grade appropriate complexity band.	that are rated higher than the grade complexity band.
Grade 4 Scoring Criteria-Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
4.a. Ask and answer questions to demonstrate understanding of a text, referring explicitly (using evidence) to the text as the basis for the answers.	With much modeling, guidance and support, students (I) can ask and answer questions to demonstrate understanding of a text.	With some prompting and support, students (I) can ask and answer questions to demonstrate my understanding of a text. I may need guidance to refer explicitly to the text (using evidence) as the basis for the answers.	Students (I) can independently ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (using evidence) as the basis for the answers.	Students (I) can demonstrate the ability to analyze, synthesize, and/or evaluate information to answer questions, referring explicitly to the text (using evidence) as the basis for the answers.
4.b.Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With significant modeling, prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With some prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language using insightful explanation supported by key details from the text.
4.c. Know and apply grade-level phonics and word analysis skills in decoding words.	Students (I) know and apply phonics and word analysis skills in decoding words two or more grade levels below.	Students (I) know and apply phonics and word analysis skills in decoding words one grade level below.	Students (I) know and apply grade-level phonics and word analysis skill in decoding words.	Students (I) know and apply phonics and word analysis skills in decoding words above grade level.
4.d. Describe characters in a story (e.g., their	With significant modeling, prompting and support,	With some prompting and support, students (I) can	Students (I) can describe characters in a story (e.g.,	Students (I) can compare and contrast characters roles in a

traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	students (I) can describe characters in a story (e.g., their traits, motivations, or feelings).	describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.
4.e. Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently, fluently, and proficiently.	Students (I) can read with some accuracy and fluency, but require additional support to comprehend literature at the grade K-2 complexity band	Students (I) can read with some accuracy and fluency but require additional support to comprehend literature at the grade 3 complexity band	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature at the grade appropriate complexity band.	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature that are rated higher than the grade complexity band.
4.f. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	With significant modeling, prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time.	With some prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can compare and contrast the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4.g.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With significant modeling, prompting and support, students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	With some prompting and support, students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	Students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area.	Students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject area with an insightful explanation supported by key details

4.h. Read and comprehend informational texts, including history/social studies, science, and technical texts, at the appropriate grade band independently, fluently, and proficiently.	Students (I) can read with some accuracy and fluency, but require additional support to comprehend informational text at the grade K-2 complexity band	Students (I) can read with some accuracy and fluency but require additional support to comprehend informational text at the grade 3 complexity band	Students (I) can read with sufficient accuracy and fluency to support comprehension of informational text at the grade appropriate complexity band.	Students (I) can read with sufficient accuracy and fluency to support comprehension of informational texts that are rated higher than the grade complexity band.
Grade 5 Scoring Criteria- Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
5.a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (using evidence) as the basis for the answers.	With much modeling, guidance and support, students (I) can ask and answer questions to demonstrate understanding of a text.	With some prompting and support, students (I) can ask and answer questions to demonstrate my understanding of a text. I may need guidance to refer explicitly to the text (using evidence) as the basis for the answers.	Students (I) can independently ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (using evidence) as the basis for the answers.	Students (I) can demonstrate the ability to analyze, synthesize, and/or evaluate information to answer questions, referring explicitly to the text (using evidence) as the basis for the answers.
5.b.Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With significant modeling, prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	With some prompting and support, students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Students (I) can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language using insightful explanation supported by key details from the text.
5.c. Know and apply grade-level phonics and	Students (I) know and apply phonics and word analysis skills in decoding	Students (I) know and apply phonics and word analysis skills in decoding	Students (I) know and apply grade-level phonics	Students (I) know and apply phonics and word analysis skills

word analysis skills in decoding words.	words two or more grade levels below.	words one grade level below.	and word analysis skill in decoding words.	in decoding words above grade level.
5.d. Describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	With significant modeling, prompting and support, students (I) can describe characters in a story (e.g., their traits, motivations, or feelings).	With some prompting and support, students (I) can describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	Students (I) can describe characters in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.	Students (I) can compare and contrast characters roles in a story (e.g., their traits, motivations, or feelings) and infer/explain how their actions contribute to the sequence of events.
5.e. Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently, fluently, and proficiently.	Students (I) can begin to distinguish point of view from that of the narrator, characters, or author of a text.	Students (I) can distinguish point of view from that of the narrator, characters, or author of a text with prompting.	Students (I) can Read and comprehend literature, including stories, dramas, and poetry, at the appropriate grade band independently,fluently, and proficiently.	Students (I) can explain how an author's point of view influences the meaning, style and content of text.
5.f. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	With significant modeling, prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time.	With some prompting and support, students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Students (I) can compare and contrast the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
5.g. Determine the meaning of general academic and domain-specific words or phrases in a text	With significant modeling, prompting and support, students (I) can determine general academic and domain-specific words or	With some prompting and support, students (I) can determine general academic and domain-specific words or	Students (I) can determine general academic and domain-specific words or phrases in a text relevant	Students (I) can determine general academic and domain-specific words or phrases in a text relevant to a grade specific topic or subject

relevant to a *grade* specific topic or subject area.	phrases in a text relevant to a grade specific topic or subject area.	phrases in a text relevant to a grade specific topic or subject area.	to a grade specific topic or subject area.	area with an insightful explanation supported by key details
5.h. Read and comprehend informational texts, including history/social studies, science, and technical texts, at the appropriate grade band independently, fluently, and proficiently.	Students (I) can read with some accuracy and fluency, but require additional support to comprehend literature and informational text at the grade K-2 complexity band	Students (I) can read with some accuracy and fluency but require additional support to comprehend literature and informational text at the grade 3 complexity band	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature and informational text at the grade appropriate complexity band.	Students (I) can read with sufficient accuracy and fluency to support comprehension of literature and informational texts that are rated higher than the grade complexity band.

Graduation Proficiency #1- Reading
Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

Middle School 6-8

Performance Indicators:
a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.8.1)
b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RL.8.2)
c. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.8.4)
d. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Grade 6 Scoring Criteria- Proficiency 1

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
6.a. Cite the textual evidence to support	Students (I) can cite textual evidence to support	Students (I) can cite the textual evidence to	Students (I) can cite the textual evidence to	Students (I) can cite the textual evidence to support analysis of

analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1 at 6th grade complexity band.)	analysis of what the text says explicitly with support.	support analysis of what the text says explicitly as well as inferences drawn from the text with support.	support analysis of what the text says explicitly as well as inferences drawn from the text.	what the text says explicitly as well as inferences drawn from the text with unfamiliar texts.
6.b. Determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.(RL.2 at 6th grade complexity band.)	Students (I) can determine the central idea of the text and provide a summary of the text with support.	Students (I) can determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements with support.	Students (I) can determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements with familiar texts.	Students (I) can determine the theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements with familiar and unfamiliar texts.
6.c. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone. (RL.4 at 6th grade complexity band.)	Students (I) can determine the meaning of words and phrases as they are used in a text with support..	Students (I) can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone with support.	Students (I) can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.	Students (I) can determine the meaning of words and phrases as they are used in a unfamiliar text, including figurative and connotative meanings, analogies and allusions to other texts; analyze the impact of specific word choice on meaning and tone.

6.d. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.8 at 6th grade complexity band.)	Students (I) can trace and evaluate the argument and specific claims in a text with support.	Students (I) can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not with support.	Students (I) can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Students (I) can trace and evaluate the argument and specific claims in an unfamiliar text, assessing whether the reasoning is sound and the evidence is relevant and sufficient .
Grade 7/8 Scoring Criteria-Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
7-8.a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.1 at 7th or 8th grade complexity band.)	Students (I) can cite basic facts and/or quotes from a text to support a text's explicit claim with support.	Students (I) can cite textual evidence to support the claim and explicit purpose of a text; Students (I) can draw inferences with support.	Students (I) can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Students (I) can cite the textual evidence that most strongly supports an analysis of what an unfamiliar text says explicitly as well as inferences drawn from the text.
7-8.b. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.2 at 7th or 8th grade complexity band.)	Students (I) can determine the central idea of the text and write a summary with support.	Students (I) can determine the central idea of the text and recognize the supporting details throughout the text and provide a summary with support .	Students (I) can determine the central idea of the text and recognize the development of supporting details throughout the text and provide an objective summary.	Students (I) can determine the central idea of an unfamiliar text, recognize the development of supporting details throughout the text, and provide an objective summary .
7-8.c. Determine the meaning of words and phrases as they are used	Students (I) can determine the meaning of words and	Students (I) can determine the meaning of words and phrases as	Students (I) can determine the meaning of words and phrases as	Students (I) can determine the meaning of words and phrases as they are used in an unfamiliar

in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.4 at 7th or 8th grade complexity band.)	phrases, from a text with support.	they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts with support.	they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone in unfamiliar texts, including analogies or allusions to other texts.
7-8.d. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.8 at 7th or 8th grade complexity band.))	Students (I) can trace and evaluate the argument and specific claims in a text with support.	Students (I) can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims with support.	Students (I) can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Students (I) can trace and evaluate the argument and specific claims in an unfamiliar text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Graduation Proficiency #1- Reading Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
High School 9-12
Performance Indicators: a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1) b. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)

c. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4)
d. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
e. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.11-12.8)

Grade 9/10 Scoring Criteria- Proficiency 1

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
9-10.a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.1 at 9th/10th grade complexity band).	Students (I) can cite evidence and determine explicit meaning with support.	Students (I) can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text with support.	Students (I) can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students (I) can cite strong and thorough textual evidence to support an analysis of an unfamiliar text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
9-10.b. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Students (I) can determine a central idea and provide a summary with support.	Students (I) can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text with support.	Students (I) can determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Students (I) can determine multiple central ideas in an unfamiliar text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of an unfamiliar text..

(RL.2 at 9th/10th grade complexity band).				
9-10.c.Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL.4 at 9th/10th grade complexity band).	Students (I) can determine the literal meaning of words and phrases in a text with support.	Students (I) can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone with support.	Students (I) can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Students (I) can determine the meaning of words and phrases as they are used in an unfamiliar text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging or beautiful.
9-10.d. Analyze various accounts of a subject told in different mediums(e.g., a person's life story in both print and multimedia) determining which details are emphasized in each account.(RL.7 at	Students (I) can analyze various accounts of a subject told in different mediums with support.	Students (I) can analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account with support.	Students (I) can analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.	Students (I) can analyze various unfamiliar accounts of a subject told in different mediums determining which details are emphasized in each account.

9th/10th grade complexity band).				
9-10.e.Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8 at 9th/10th grade complexity band).	Students (I) can delineate the argument, claims, and some evidence with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students (I) can delineate and evaluate the argument and specific claims in an unfamiliar text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning..
Grade 11/12 Scoring Criteria- Proficiency 1				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
11-12.a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.1 at 11th/12th grade complexity band).	Students (I) can cite evidence and determine explicit meaning with support.	Students (I) can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain with support.	Students (I) can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Students (I) can cite strong and thorough textual evidence to support an analysis of an unfamiliar text and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.

11-12.b.Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2 at 11th/12th grade complexity band).	Students (I) can determine two central ideas and provide a summary with support.	Students (I) can determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text with support.	Students (I) can determine multiple central ideas in a text and analyze in detail its development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text.	Students (I) can determine multiple central ideas in an unfamiliar text and analyze in detail its development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of an unfamiliar text.
11-12.c.Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.4 at 11th/12th grade complexity band).	Students (I) can determine the literal meaning of words and phrases in a text with support.	Students (I) can determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging or beautiful, with support.	Students (I) can determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging or beautiful.	Students (I) can determine the meaning of words and phrases as they are used in an unfamiliar text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging or beautiful.

11-12.d.Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8 at 11th/12th grade complexity band).	Students (I) can delineate the argument, claims, and some evidence with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students (I) can delineate and evaluate the argument and specific claims in an unfamiliar text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
11-12.e.Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.8 at 11th/12th grade complexity band).	Students (I) can delineate the argument, claims, and some evidence with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning with support.	Students (I) can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students (I) can delineate and evaluate the argument and specific claims in an unfamiliar text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning..

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Elementary K-2				
Performance Indicators: a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.K.1, W.1.1, W.2.1) b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.K.2, W.1.2, W.2.2) c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.K.3, W.1.3, W.2.3)				
Kindergarten Scoring Criteria- Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
k.a.Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (with prompting and support)	With teacher modeling, prompting and extensive support students can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With extensive prompting and support students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With prompting and support, Students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Independently, students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.
k.b. Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately. (2) (with prompting and support)	With teacher modeling, prompting, and extensive support Students (I) can write informative/ explanatory texts to examine a topic and convey ideas.	With extensive prompting and support, students (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With prompting and support, Students (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	Independently, students (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.
k.c.Write narratives to develop real or imagined experiences or events using effective technique, descriptive	With teacher modeling, prompting, and extensive support Students (I) can write narratives to develop real or imagined experiences or	With extensive prompting and support, Students (I) can write narratives to develop real or imagined experiences or events using effective	With prompting and support Students (I) can write narratives to develop real or imagined experiences or events	Independently, Students (I) can write narratives to develop real or imagined experiences or events

details, and clear event sequences. (3) (with prompting and support)	events using effective technique, descriptive details, and clear event sequences.	technique, descriptive details, and clear event sequences.	using effective technique, descriptive details, and clear event sequences.	using effective technique, descriptive details, and clear event sequences.
Grade 1 Scoring Criteria-Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
1.a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With teacher modeling, prompting and extensive support students (I) can , use a combination of drawing, dictating, and writing to state an opinion about a topic or book.	With prompting and support, Students (I) can tell, draw or write an opinion about a topic or book with a beginning and an ending.	Students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Students (I) can write an opinion and give reasons with a topic sentence that tries to convince the reader.
1.b. Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With teacher modeling, prompting and extensive support students (I) can write informative/explanatory texts and convey ideas clearly and accurately with much support.	With prompting and support, Students (I) can will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Student (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	Students will write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.
1.c.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With teacher modeling, prompting and extensive support students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With prompting and support, students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-elaborated event sequences. The piece includes details to

				describe actions, thoughts and feelings.
Grade 2 Scoring Criteria- Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
2.a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With teacher modeling, prompting and extensive support students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With prompting and support, students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Students (I) can write opinion pieces on topics or texts, supporting a point of view or claim with reasons and information that includes complex sentences (transition words, etc.) and sophisticated vocabulary.
2.b. Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With teacher modeling, prompting and extensive support students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	With prompting and support, students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately that includes complex sentence structure (transition words, etc.) and sophisticated vocabulary.
2.c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With teacher modeling, prompting and extensive support students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With prompting and support, students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences that include.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clearent sequences that include complex sentences

				(transition words, etc.) and sophisticated vocabulary.

Graduation Proficiency #2: Writing
Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Elementary 3-5

Performance Indicators:
a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1, W.4.1, W.5.1)
b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2, W.4.2, W.5.2)
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3, W.4.3, W.5.3)

Grade 3 Scoring Criteria- Proficiency 2

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
3.a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With organizational support and prompting, students (I) can write an opinion on topics or texts, supporting a point of view with reasons and information.	With some support, students (I) can write an opinion on topics or texts, supporting a point of view with reasons and information.	Students (I) can write an opinion on topics or texts, supporting a point of view with reasons and information.	Students (I) can write an opinion on topics or texts, supporting a point of view with reasons and evidence.
3.b. Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With constant teacher support, students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	With some teacher support, students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately using precise language and domain-specific vocabulary.

3.c.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With constant teacher support, students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With some teacher support, students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using precise language and sensory details.
Grade 4 Scoring Criteria-Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
4.a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With organizational support and prompting, students (I) can write an opinion on topics or texts, supporting a point of view with reasons and information.	With some support, students (I) can write an opinion on topics or texts, supporting a point of view with reasons and information (details).	Students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information..	Students (I) can write opinion pieces on topics or texts, supporting a point of view with sophisticated reasons and evidence.
4.b. Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With constant teacher support, students (I) can write an informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations,	With some support, students (I) can write an informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Students (I) can write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Students (I) can independently write an informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension using

	and multimedia when useful to aiding comprehension.			precise language and domain-specific vocabulary.
4.c.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With constant teacher support, students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With some support students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can independently write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using language that is particularly engaging or beautiful.
Grade 5 Scoring Criteria- Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
5.a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	With organizational support and prompting, students (I) can write opinion pieces, on topics or texts, supporting a point of view with reasons and information.	With some support, students (I) can write opinion pieces, on topics or texts, supporting a point of view with reasons and information.	Students (I) can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Students (I) can write opinion pieces on topics or texts, supporting a point of view with sophisticated reasons and evidence from a variety of sources.
5.b.Write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With constant teacher support, students (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	With some support, students (I) can write informative/ explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	Students (I) can write an informative text that introduces and develops topics, analyzes relevant facts, and uses organizational strategies and appropriate transitions.

5.c.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	With constant teacher support, students (I) can write a story to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	With some support: students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students (I) can write narratives to develop real or imagined experiences using effective technique (story elements), relevant descriptive details, and well-structured event sequences

Graduation Proficiency #2: Writing
Produce clear and coherent writing for a range of tasks, purposes, and audiences.

Middle School 6-8

Performance Indicators:
a. Write arguments to support claims with clear reasons and relevant evidence.
b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard MLA format for citation.

Grade 6 Scoring Criteria- Proficiency 2

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
6.a. Write arguments to support claims with clear reasons and relevant evidence. (W.1 at 6th grade complexity band).	Students (I) can write arguments to support claims when given an organizational tool.	I can write arguments to support claims with reasons and evidence.	Students (I) can write arguments to support claims with clear reasons and relevant evidence.	Students (I) can write arguments to support claims with clear reasons and relevant evidence and include a counterclaim and rebuttal.

6.b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.2 at 6th grade complexity band).	Students (I) can write an informative text with support and an organizational tool.	Students (I) can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content with support.	Students (I) can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students (I) can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content from unfamiliar texts..
6.c.Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.3 at 6th grade complexity band).	Students (I) can write narratives to develop real or imagined experiences with support when given an organizational tool.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences with support	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, including reflection and transitions that show the relationships among experiences and events .
6.d.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic	Students (I) can quote or paraphrase others with scaffolding and support.	Students (I) can gather relevant information from multiple print and digital sources, assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic	Students (I) can gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Students (I) can gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard MLA format for citation.

bibliographic information for sources. (W.8 at 6th grade complexity band).		information for sources with scaffolding/support.		
Grade 7/8 Scoring Criteria-Proficiency 2				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
7-8.a. Write arguments to support claims with clear reasons and relevant evidence. (W.1 at 7th or 8th grade complexity band).	Students (I) can write a clear claim with scaffolding and support.	Students (I) can write an argument to support the claim with reasons or evidence with support.	Students (I) can write arguments to support the claim with clear reasons and relevant evidence.	Students (I) can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
7-8.b. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.2 at 7th or 8th grade complexity band).	Students (I) can write an informative or explanatory text with scaffolding/ support.	Students (I) can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content with support.	Students (I) can write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	Students (I) can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
7-8.c.Write narratives to develop real or imagined experiences or events using effective technique,	Students (I) can write a narrative to develop real or imagined experiences or events with scaffolding/support.	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, relevant	Students (I) can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive	Students (I) can write narratives to develop any type of experience or event using effective technique, including multiple points of view and/or

relevant descriptive details, and well-structured event sequences. (W.3 at 7th or 8th grade complexity band).		descriptive details, and well-structured event sequences with support.	details, and well-structured event sequences.	multiple plot lines, relevant descriptive details, well structured event sequences.
7-8.d.Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8 at 7th or 8th grade complexity band).	Students (I) can quote or paraphrase others with scaffolding/support.	Students (I) can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. with/support.	Students (I) can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students (I) can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to main the flow of ideas, avoiding plagiarism and following a standard MLA format for citation.

Graduation Proficiency #2: Writing Produce clear and coherent writing for a range of tasks, purposes, and audiences.
High School 9-12
Performance Indicators: a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

b. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)
c. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8)
d. Draw evidence from literary or informational texts to support analysis, reflection and research. (W.11-12.9)
e. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)
f. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.A)
g. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (W.11-12.3.B)
h. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (W.11-12.3.C)
i. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.D)
j. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.E)

Grade 9/10 Scoring Criteria- Proficiency 2

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
9-10.a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .(W.1 at the 9th/10th grade complexity band).	Students (I) can write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant evidence with scaffolding and support .	Students (I) can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence with support.	Students (I) can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Students (I) can write arguments to support claims in an analysis of substantive unfamiliar topics or unfamiliar texts, using valid reasoning and relevant and sufficient evidence at the 11-12 grade complexity band.
9-10.b.Write informative/ explanatory texts to examine and convey complex ideas, concepts,	Students (I) can write a informative/explanatory text with scaffolding/support.	Students (I) can write informative/ explanatory texts to examine and convey complex ideas,	Students (I) can write informative/ explanatory texts to examine and convey complex ideas,	Students (I) can write informative/ explanatory texts to examine and convey complex ideas, concepts, and information

and information clearly and accurately through the effective selection, organization, and analysis of content. (W.2 at the 9th/10th grade complexity band).		concepts, and information clearly and accurately through the effective selection, organization, and analysis of content with support.	concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	clearly and accurately through the effective selection, organization, and analysis of content, including varied syntax and techniques such as metaphor, simile, and analogy.
9-10.2.c. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.8 at the 9th/10th grade complexity band).	Students (I) gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation with scaffolding and support.	Students (I) can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation, with support.	Students (I) can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Students (I) can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation; including assessing the strengths and limitations of each source in terms of the task, purpose, and audience; and avoiding over reliance on any one source.
9-10.d. Draw evidence from literary or informational texts to support analysis, reflection and research. (W.9 at the 9th/10th grade complexity band).	Students (I) can draw evidence from texts with scaffolding/support.	Students (I) can draw evidence from texts to support analysis, reflection, or research with scaffolding/support.	Students (I) can draw evidence from literary or informational texts to support analysis, reflection, and research.	Students (I) can draw evidence from unfamiliar literary and informational texts to support analysis, reflection, and research
Grade 11/12 Scoring Criteria- Proficiency 2				

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
11-12.a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, including varied syntax, the establishment of the significance of the claims, and anticipation of the audience's values and possible biases. (W.1 at the 11th/12th grade complexity band).	Students (I) can write a simple argument with scaffolding/support.	Students (I) can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, including varied syntax, the establishment of the significance of the claims, and anticipation of the audience's values and possible biases with scaffolding/support.	Students (I) can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, including varied syntax, the establishment of the significance of the claims, and anticipation of the audience's values and possible biases.	Students (I) can write arguments to support claims in an analysis of substantive topics and unfamiliar texts, using valid reasoning and relevant and sufficient evidence, including varied syntax, the establishment of the significance of the claims, and anticipation of the audience's values and possible biases.
11-12.b.Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.2 at the 11th/12th grade complexity band).	Students (I) can write a simple informative/ explanatory text with scaffolding/support.	Students (I) can write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, including varied syntax and techniques such as metaphor, simile, and analogy with support.	Students (I) can write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, including varied syntax and techniques such as metaphor, simile, and analogy.	Students (I) can write informative/ explanatory texts to examine and convey complex ideas, concepts, and unfamiliar information clearly and accurately through the effective selection, organization, and analysis of content, including varied syntax and techniques such as metaphor, simile, and analogy.
11-12.c.Gather relevant information from multiple authoritative print and digital sources, using	Students (I) can collect information from print and digital sources with scaffolding/support.	Students (I) can gather relevant information from multiple authoritative print and digital sources, using	Students (I) can gather relevant information from multiple authoritative print and	Students (I) can gather relevant information from multiple authoritative unfamiliar print and digital sources, using advanced

advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (W.8 at the 11th/12th grade complexity band).		advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation; including assessing the strengths and limitations of each source in terms of the task, purpose, and audience; and avoiding over reliance on any one source with support..	digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation; including assessing the strengths and limitations of each source in terms of the task, purpose, and audience; and avoiding over reliance on any one source.	searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation; including assessing the strengths and limitations of each source in terms of the task, purpose, and audience; and avoiding over reliance on any one source.
11-12.d. Draw evidence from literary or informational texts to support analysis, reflection and research. (W.9 at the 11th/12th grade complexity band).	Students (I) can draw evidence from texts with scaffolding/support.	Students (I) can draw evidence from texts to support analysis, reflection, or research with support.	Students (I) can draw evidence from literary or informational texts to support analysis, reflection, and research.	Students (I) can draw evidence from unfamiliar literary and informational texts to support analysis, reflection, and research
11-12.e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.W.11-12.3	Students (I) can write narratives with scaffolding/support.	Students (I) write narratives to develop real or imagined experiences or events.	Students (I) write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and	Students (I) can draw evidence from unfamiliar sources to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

			well-structured event sequences.	
11-12.f Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3.A	Students (I) can engage the reader by setting a problem, situation or observation with scaffolding/support.	Students (I) engage and orient the reader by setting out a problem, situation, or observation and its significance.	Students (I) engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Students (I) can draw evidence from unfamiliar sources to engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
11-12.g Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3.B	Students (I) can use narrative techniques with scaffolding/support.	Students (I) use dialogue, pacing, description, reflection to develop experiences, events, and/or characters.	Students (I) use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Students (I) can draw evidence from unfamiliar sources to produce narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
11-12.h Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.11-12.3.C	Students (I) can use a single technique to sequence events with scaffolding/support to build to a coherent finished product.	Students (I) use a single techniques to sequence events to build tone.	Students (I) use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Students (I) can draw evidence from unfamiliar sources to produce a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

11-12.i Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3.D	Students (I) create vivid experiences, events, setting, and/or characters with scaffolding/support.	Students (I) use precise words and phrases to convey a picture of the experiences, events, setting, and/or characters.	Students (I) use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Students (I) can draw evidence from unfamiliar sources to produce precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
11-12.j Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.11-12.3.E	Students (I) can provide a conclusion that reflects the purpose of the narrative with scaffolding/support.	Students (I) provide a conclusion to support the narrative.	Students (I) provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Students (I) can draw evidence from unfamiliar sources to produce a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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k.a. Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups. (With prompting and support).	With teacher modeling, prompting, and extensive support Students (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	With extensive prompting and support, students (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	With teacher modeling, prompting, and extensive support, students (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	Students (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.
k.b. Speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and, with prompting and support, provide additional detail.	With teacher modeling, prompting, and extensive support students (I) can speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and provide additional detail.	With teacher modeling, prompting, and extensive support students (I) can speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and provide additional detail.	Students (I) can speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and provide additional detail.	Students (I) can speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and provide additional detail.
Grade 1 Scoring Criteria-Proficiency 3				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
1.a.Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	With extensive modeling and support, students (I) can participate in a range of collaborative discussions on familiar topics and texts with peers and adults in small groups.	With prompting and support students (I) can participate in a range of collaborative conversations with diverse partners about grade level topics and texts with peers and	Student (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	Student (I) can effectively participate in a range of collaborative discussions with diverse partners on or above grade appropriate topics and texts building on others' ideas and expressing their own ideas clearly.

		adults in small and large groups.		
1.b.Speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and, with prompting and support, provide additional detail	With extensive modeling and support student (I) can't make use of phrases with little or no description. Student speaks in a way that is somewhat audible.	With prompting and support, student (I) can makes use of some descriptive language, but needs encouragement and perhaps a word bank to describe familiar people, places and events. One or two additional details are provided.	Students (I) can speak audibly and express thoughts, feelings and ideas clearly while describing familiar people, places, things and events and, with prompting and support, provide additional detail .	Student (I) can speaks clearly and makes use of highly descriptive language and complex sentences when describing familiar people, places, things and events and, without prompting and support, provides additional detail.
Grade 2 Scoring Criteria- Proficiency 3				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
2.a. Participates in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	With extensive modeling and support, students (I) can engage in a range of collaborative discussions on topics.	With prompting and support, students (I) engage in a range of collaborative discussions on grade appropriate topics and texts.	Students (I) can participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.	Students (I) can effectively participate in a range of collaborative discussions with diverse partners on or above grade appropriate topics and texts building on others' ideas and expressing their own ideas clearly.
2.b. Speaks audibly and expresses thoughts, feelings and ideas clearly while describing familiar people, places, things and events. With prompting and	With extensive modeling, prompting, and support, Student (I) can speak audibly and expresses thoughts, feelings and ideas clearly while	With extensive prompting and support students (I) can speak audibly and expresses thoughts, feelings and ideas clearly while describing familiar	Speaks audibly and expresses thoughts, feelings and ideas clearly while describing familiar people, places, things and events. With	Speaks audibly and expresses thoughts, feelings and ideas clearly while describing familiar people, places, things and events. Independently,

support, provides additional details.	describing familiar people, places, things and events.	people, places, things and events.	prompting and support, provides additional details.	provides additional details.

Graduation Proficiency #3: Speaking and Listening

Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Elementary 3-5

Performance Indicators:
a. Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly. (SL.3.1, SL.4.1, SL.5.1)
b. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.3.4, SL.4.4, SL.5.4, SL.3.6, SL.4.6, SL.5.6)

Grade 3 Scoring Criteria- Proficiency 3

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
3.a. Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	Students (I) can engage in a range of collaborative discussions on topics	Students (I) can engage in a range of collaborative discussions on grade appropriate topics and texts	Students (I) can effectively engage in a range of collaborative discussions with diverse partners on grade level topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	Students (I) can effectively engage in a range of collaborative discussions with diverse partners on or above grade appropriate topics and texts building on others' ideas and expressing their own ideas clearly
3.b. Report on a topic or text or present an opinion, using	With significant support, students (I) can report on a topic or text or present	With some support, students (I) can report on a topic or text or present	Students (I) can report on a topic or text or present and opinion, using	Students (I) can report on a topic or text or present and opinion, sequencing

appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	and opinion, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	and opinion, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace.
Grade 4 Scoring Criteria-Proficiency 3				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
4.a. Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	Student engages in a range of collaborative discussions on topics	Student engages in a range of collaborative discussions on grade appropriate topics and texts	Student effectively engages in a range of collaborative discussions with diverse partner on grade appropriate topics and texts with peers and adults in large and small groups	Student effectively engages in a range of collaborative discussions with diverse partners on or above grade appropriate topics and texts building on others' ideas and expressing their own ideas clearly
4.b. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	With multiple supports, students (I) can report on a topic or text or present an opinion, using some facts and relevant details related to a main idea; speak at an understandable pace.	With support, students (I) can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant details to support a main idea or themes; speak clearly at an understandable pace.	Students (I) can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Students (I) can report on a complex topic or text above grade level or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support multiple main ideas or themes; speak eloquently.
Grade 5 Scoring Criteria- Proficiency 3				

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
5.a. Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	With teacher support, students (I can) engage in a range of collaborative discussions on grade appropriate topics.	Sometimes, students (I) can engage effectively in a range of collaborative discussions on grade appropriate topics and texts, following agreed upon rules and roles, building on other's ideas and expressing their own clearly.	Students (I)can effectively engage in a range of collaborative discussions with diverse partners on grade appropriate topics and texts with peers and adults in large and small groups	Students (I) effectively engages in a range of collaborative discussions with diverse partners on or above grade appropriate topics and texts building on others' ideas and expressing their own ideas clearly.
5.b. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	With constant teacher support, students (I) can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Students (I) can sometimes report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Students (I) can report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or ideas or themes; speak clearly at an understandable pace.	Students (I) can present claims and findings in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.

Graduation Proficiency #3: Speaking and Listening

Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Middle School 6-8

Performance Indicators:

a. Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for collegial discussions and decision-making, track progress toward specific goals and

deadlines, and define individual roles as needed; pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (SL.8.1.b, c)

b. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. (SL.8.4a)
c. Use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4b)

Grade 6 Scoring Criteria- Proficiency 3

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
6-8a. Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly; follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.1.b at the 6th grade complexity band).	Students (I) can engage in a discussion with partners about texts with support.	Students (I) can engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly; following rules for collegial discussions, setting specific goals and deadlines, and defining individual roles as needed with support.	Students (I) can engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly; following rules for collegial discussions, setting specific goals and deadlines, and defining individual roles as needed.	Students (I) can engage effectively in a range of collaborative discussions with diverse partners on topics, unfamiliar texts, and issues, building on others' ideas and expressing their own clearly; following rules for collegial discussions, setting and tracking specific goals and deadlines and defining individual roles as needed.
6-8.b. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (S.1.c at the 6th grade complexity band).	Students (I) can respond to the questions and comments of others with support.	Students (I) can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion with support.	Students (I) can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Students (I) can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion, including questions that elicit elaboration and comments with relevant observations

				and ideas that bring the discussion back on topic as needed.
6-8.3.c.Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation. (SL.4a at the 6th grade complexity band).	Students (I) can present basic claims and findings with scaffolding and support.	Students (I) can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; .	Students (I) can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.	Students (I) can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, details, and examples to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.
6-8.d.Use appropriate eye contact, adequate volume and clear pronunciation. (SL.4b at the 6th grade complexity band)	Students (I) can use appropriate eye contact, adequate volume and/or clear pronunciation with rehearsal and support.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation with support.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation, including substance and style appropriate to the purpose, audience, and task.
Grade 7/8 Scoring Criteria- Proficiency 3				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
7-8.a.Engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts,	Students (I) can engage in a range of collaborative discussions with support.	Students (I) can engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts,	Students (I) can engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues,	Students (I) can engage effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues,

and issues, building on others' ideas and expressing their own clearly; follow rules for collegial discussions,track progress for specific goals and deadlines, and define individual roles as needed. (SL.1.b at the 7th/8th grade complexity band).		and issues, building on others' ideas and expressing their own clearly; follow rules for collegial discussions, track progress for specific goals and deadlines, and define individual roles as needed with support.	building on others' ideas and expressing their own clearly; follow rules for collegial discussions, track progress for specific goals and deadlines, and define individual roles as needed.	building on others' ideas and expressing their own clearly; follow rules for collegial discussions, track progress for specific goals and deadlines, and define individual roles as needed, including working with peers to set rules for collegial discussions and decision-making.
7-8.b. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed. (SL.1.c at the 7th or 8th grade complexity band).	Students (I) can pose questions and respond to others' questions and comments with support.	Students (I) can pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed with support.	Students (I) can pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed.	Students (I) can pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed, including propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.
7-8.c. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and	Students (I) can present my basic claims and findings with scaffolding and support.	Students (I) can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and	Students (I) can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and	Students (I) can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen

well-chosen details. (SL.4a at the 7th or 8th grade complexity band).		well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation with rehearsal and support.	well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	details; use appropriate eye contact, adequate volume, and clear pronunciation, including a presentation that is clear, concise, and logical with organization, development, substance, and style that are appropriate to purpose, audience, and task.
7-8.d. Use appropriate eye contact, adequate volume, and clear pronunciation. (SL.4b at the 7th or 8th grade complexity band).	Students (I) can use appropriate eye contact, adequate volume and/or clear pronunciation with rehearsal and support.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation with support.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation.	Students (I) can use appropriate eye contact, adequate volume and clear pronunciation, including substance and style appropriate to the purpose, audience, and task.

Graduation Proficiency #3: Speaking and Listening Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
High School 9-12
Performance Indicators: a.Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly and persuasively. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.. (SL.11-12.1.b.) b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1.c)

c. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) d. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.(SL.11-12.4) e. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)				
Grade 9/10 Scoring Criteria- Proficiency 3				
Performance Indicators	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
9-10.a.Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly and persuasively; Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. (SL.1.b. at the 9th/10th grade complexity band).	Students (I) can work with selected partners to express their own ideas, set rules for collegial discussions and decision-making, goals, deadlines, and roles with rehearsal and and support.	Students (I) can Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly and persuasively; Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed, with support.	Students (I) can Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly and persuasively; Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.	Students (I) can Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly and persuasively; Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed, including working with peers to promote civil, democratic discussions.
9-10.b. Propel conversations by posing	Student (I) can pose and respond to questions that	Student (I) can propel conversations by posing	Propel conversations by posing and responding to	Propel conversations by posing and

and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL.1.c at the 9th/10th grade complexity band).	relate the current discussion to broader themes or larger ideas; incorporate others into the discussion; and clarify ideas and conclusions with rehearsal and support..	and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, with support.	questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, including questions that probe reasoning and evidence, ensure a hearing for a full range of positions on the topic or issue and promote divergent and creative perspectives.
9-10.c. Integrate multiple sources of information presented in diverse media and formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.(SL.2 at the 9th/10th grade complexity band).	Students (I) can integrate two sources of information presented in familiar media or formats evaluating the credibility and accuracy of each source with scaffolding and support.	Students (I) can integrate multiple sources of information presented in diverse media and formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source with support.	Students (I) can integrate multiple sources of information presented in diverse media and formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Students (I) can integrate multiple sources of information presented in diverse media and formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source including making informed decisions and solving problems; noting discrepancies among data.

9-10.d. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task. (SL.4 at the 9th/10th grade complexity band).	Students (I) can present information, findings, and supporting evidence with scaffolding and support.	Students (I) can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task with support.	Students (I) can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.	Students (I) can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task, including alternative or opposing perspectives and a range of formal and informal tasks.
9-10.e.Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.5 at the 9th/10th grade complexity band).	Students (I) can use digital media in presentations with scaffolding and support.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest with support.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest, including presenting in other settings or for community audiences.
Grade 11/12 Scoring Criteria- Proficiency 3				

11-12.a.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles (SL.1.b at the 11th/12th grade complexity band).	Students (I) can initiate and participate in a range of discussions with selected partners, expressing their own ideas clearly with support.	Students (I) can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles with support	Students (I) can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles.	Students (I) can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles including collaborative discussions in other settings or for community audiences.
11-12.b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify,	Students (I) can propel conversations by responding to questions that probe reasoning and evidence with support.	Students (I) can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify,	Students (I) can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify,	Students (I) can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic

verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.1.c at the 11th/12th grade complexity band).		verify, or challenge ideas and conclusions; and promote divergent and creative perspectives with support.	verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, including conversations in other settings or for community audiences.
11-12.c. Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.2 at the 11th/12th grade complexity band).	Students (I) can integrate some information from media sources to make decisions or solve problems with scaffolding and support.	Students (I) can integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data with support.	Students (I) can integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Students (I) can integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data,including presenting in other settings or for community audiences.
11-12.d. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow	Students (I) can present information, findings and evidence conveying a perspective with scaffolding and support.	Students (I) can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow	Students (I) can present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow	Students (I) can present information, findings, and supporting evidence, conveying a clear and distinct perspective,

the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.4 at the 11th/12th grade complexity band).		the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks, with support.	the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal task including presenting in other settings or for community audiences.
11-12.e. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.5 at the 11th/12th grade complexity band).	Students (I) can use digital media in presentations with scaffolding and support.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest with support.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Students (I) can make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest, including presenting in other settings or for community audiences.

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Graduation Proficiency #4: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Elementary K-2				
Performance Indicators: a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.K.1, L.1.1, L.2.1, L.K.2, L.1.2, L.2.2) b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. (L.K.4, L.1.4, L.2.4)				
Kindergarten Scoring Criteria- Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
k.a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	With teacher modeling and extensive prompting student (I)identifies language and its conventions when writing, speaking, reading or listening	With prompting and support,, student (I) understands language and its conventions when writing, speaking, reading or listening	Student (I) use knowledge of language and its conventions when writing, speaking, reading, or listening	Student (I) applies knowledge of language and its conventions when completing writing, speaking, reading, and listening tasks.
k.b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	With teacher modeling and extensive prompting student (I) determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	With prompting and support student (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Student (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Student (I) can determine, clarify and apply the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.
Grade 1 Scoring Criteria-Proficiency 4				
1.a. Use knowledge of language and its	With extensive modeling and support, students (I)	With prompting and support, students (I) can	Students (I) can use knowledge of language	Students (I) can apply knowledge of language

conventions when writing, speaking, reading, or listening.	can identifies language and its conventions when writing, speaking, reading or listening.	understand language and its conventions when writing, speaking, reading or listening.	and its conventions when writing, speaking, reading, or listening.	and its conventions when completing tasks that include writing, speaking, reading, and listening.
1.b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Students (I) can identify unknown and multiple -meaning words and phrases based on grade level reading and content.	iStudents (I) can understand the meaning of unknown and multiple-meaning words based upon grade level reading and content, choosing from a range of strategies.	Students (I) can use knowledge of word parts or other words to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Students (I) can employ knowledge of of word parts, new vocabulary, multiple meaning words and phrases, choosing flexibly from a range of strategies.
Grade 2 Scoring Criteria- Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
2.a. Uses language and its conventions when writing, speaking, reading, or listening. (3)	With extensive modeling and support, students (I) can use identify language and its conventions when writing, speaking, reading or listening.	With prompting and support, students (I) can use language and its conventions when writing, speaking, reading or listening.	Students (I) can use language and its conventions when writing, speaking, reading, or listening.	Students (I) can apply knowledge of language and its conventions when writing, speaking, reading, and listening.
2.b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on below grade level reading and content, choosing flexibly from a range of strategies.	Students (I) determine or clarify the meaning of some unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on beyond grade level reading and content,

			from a range of strategies.	choosing flexibly from a range of strategies.

Graduation Proficiency #4: Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Elementary 3-5

Performance Indicators:
a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3.1, L.4.1, L.5.1, L.3.2, L.4.2, L.5.2)
b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials. (L.3.4, L.4.4, L.5.4)

Grade 3 Scoring Criteria- Proficiency 4

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
3.a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can identify language and its conventions when writing, speaking, reading or listening.	Students (I) can understand language and its conventions when writing, speaking, reading or listening.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can employ knowledge of language and its conventions when completing tasks that include writing, speaking, reading, and listening above grade level.
3.b.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis,	With significant support, students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies	With some support, students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of	Students (I) can determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual	Students (I) can determine or clarify the meaning of unknown multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological

morphological analysis, and reference materials. (4)	including contextual analysis, morphological analysis, and reference materials	strategies including contextual analysis, morphological analysis, and reference materials	analysis, morphological analysis, and reference materials.	analysis (Greek and Latin affixes and roots), and reference materials.
Grade 4 Scoring Criteria-Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
4.a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can identify language and its conventions when writing, speaking, reading or listening.	Students (I) can understand language and its conventions when writing, speaking, reading or listening.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can employ knowledge of language and its conventions when completing tasks that include writing, speaking, reading, and listening above grade level.
4.b.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	With support and scaffolding, students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 3rd grade level reading and content, using reference materials or another strategy.	Students (I) can determine or clarify the meaning of some unknown and multiple-meaning words and phrases based on 3rd or 4th grade level reading and content, choosing a strategy from: contextual analysis, morphological analysis, and reference materials.	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases above grade level reading and content, combining a range of strategies including contextual analysis, morphological analysis, and reference materials.
Grade 5 Scoring Criteria- Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*

5.a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can identify language and its conventions when writing, speaking, reading or listening.	Students (I) can understand language and its conventions when writing, speaking, reading or listening.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling (common patterns and domain specific vocabulary) when writing above grade level.
5.b.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	With constant teacher support, students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choose flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	With some teacher support, students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choose flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	Students (I) can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	Students (I) can accurately determine or clarify the meaning of above grade level general academic and domain-specific words and phrases and employ knowledge of vocabulary.

Graduation Proficiency #4: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Middle School 6-8
Performance Indicators: a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.8.2) b. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.8.3) c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)

Grade 6 Scoring Criteria- Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
6.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2 at the 6th grade complexity band).	Students (I) can use basic conventions of standard English capitalization, end punctuation, and spelling of high frequency words when writing with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students (I) can demonstrate command of the conventions of formal standard English capitalization, punctuation, and spelling when writing, including indicators at the 7th grade complexity band.
6.b. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3 at the 6th grade complexity band).	Students (I) can use basic language and its conventions in familiar reading, writing, speaking, or listening tasks with support.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening with support.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening, including indicators at the 7th grade complexity band.
6.c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or	Students (I) can use basic grade-appropriate general academic or domain-specific words and phrases with support.	Students (I) can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	Students (I) can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	Students (I) can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

expression. (L.6 at the 6th grade complexity band).		comprehension or expression with support.	comprehension or expression.	important to comprehension or expression, including indicators at the 7th grade complexity band.
Grade 7/8 Scoring Criteria-Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
7-8.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2 at the 7th or 8th grade complexity band).	Students (I) can use basic conventions of standard English capitalization, punctuation, and spelling in writing tasks with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, including indicators at the 9-10th grade complexity band.
7-8.b. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3 at the 7th or 8th grade complexity band).	Students (I) can use limited language and its conventions in some reading, writing, speaking, or listening tasks.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening, with support.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students (I) can use knowledge of language and its conventions when writing, speaking, reading, or listening, including indicators at the 9-10th grade complexity band.
7-8.c.Acquire and use accurately grade-appropriate general	Students (I) can use limited grade-appropriate general academic or domain-specific	Students (I) can acquire and use accurately grade-appropriate	Students (I) can acquire and use accurately grade-appropriate	Students (I) can acquire and use accurately

academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6 at the 7th or 8th grade complexity band).	words and phrases, with support.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression, with support.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression, including indicators at the 9-10th grade complexity band.

Graduation Proficiency #4: Language
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

High School 9-12

Performance Indicators:
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)
b. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

Grade 9/10 Scoring Criteria- Proficiency 4

Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*
9-10.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	Students (I) can use the basic conventions of standard English capitalization, punctuation, and spelling in	Students (I) can demonstrate command of the conventions of standard English capitalization,	Students (I) can demonstrate command of the conventions of standard English capitalization,	Students (I) can demonstrate command of the conventions of standard English capitalization,

when writing. (L.2 at the 9th/10th grade complexity band).	some writing tasks with support.	punctuation, and spelling when writing, with support.	punctuation, and spelling when writing.	punctuation, and spelling when writing, including indicators at the 11-12 grade complexity band.
9-10.b. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.6 at the 9th/10th grade complexity band).	Students (I) can acquire and use limited grade-appropriate general academic or domain-specific words and phrases with support.	Students (I) can acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, with support.	Students (I) can acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students (I) can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including the independent acquisition and use of advanced academic and domain-specific vocabulary when working with unfamiliar texts.
Grade 11/12 Scoring Criteria- Proficiency 4				
Performance Indicator	*Getting Started*	*Making Progress*	*Proficient*	*Going Beyond*

11-12.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2 at the 11th/12th grade complexity band).	Students (I) can use the basic conventions of standard English capitalization, punctuation, and spelling in some writing tasks with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, with support.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students (I) can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, including when working with unfamiliar texts or in other settings.
11-12.b. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.6 at the 11th/12th grade complexity band).	Students (I) can acquire and use limited grade-appropriate general academic or domain-specific words and phrases with support.	Students (I) can acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, with support.	Students (I) can acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Students (I) can acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including the independent acquisition and use of advanced academic and domain-specific vocabulary when working with unfamiliar texts.