**Reading ALT 1** I can demonstrate comprehension of key ideas and details of grade-level literacy and informational texts.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I make perceptive inferences using well-selected textual evidence (details, examples, information).  - I concisely summarize the key details and identify the central idea or | - I make inferences using relevant textual evidence (details, examples, information).  - I accurately summarize the key details and identify the central idea or theme. | - I make inferences using limited textural evidence (details, examples, information).  - I attempt to summarize and begin to identify the central idea or theme. | - I make superficial inferences that may or may not be supported by textual evidence.  - I inaccurately summarize and/or make superficial attempts to identify main ideas or theme. |

**Reading Alt 2** I can analyze and evaluate an author’s craft and structure.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I insightfully identify and interpret word choice and literary devices and clearly analyze how they shape the meaning of the text.  - I thoroughly analyze how the structure of a text influences its meaning.  - I clearly define how a narrator’s point of view is influenced by culture time period and evaluate the impact of each in a text.  - I thoughtfully evaluate an author’s point of view or purpose and articulate the effectiveness of the argumentative strategies used. | - I accurately interpret word choice and literary devices and effectively analyze how they shape the meaning of a text.  - I analyze how the structure of a text influences its meaning.  - I determine how a narrator’s point of view is influenced by culture and time period.  - I identify an author’s point of view or purpose and analyze the argumentative strategies used. | - I make a basic attempt to identify and interpret word choice and literary devices and analyze how they shape the meaning of the text.  - I make a basic attempt to identify how the structure of a text influences its meaning.  - I attempt to reference how a narrator’s point of view is influenced by culture and time period.  - I attempt to identify an author’s point of view or purpose but do not clearly identify the argumentative strategies used. | - I inaccurately identify and interpret word choice and literary devices and make little or no attempt to analyze how they shape the meaning of the text.  - I make little or no attempt to analyze how the structure of a text influences its meaning.  - I make little or no attempt to identify an author’s point of view or purpose and argumentative strategies used. |

**Reading ALT 3** I can evaluate how two or more works address similar themes or topics.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I identify interpretive themes that are not immediately obvious or simple and my textual evidence is highly relevant and my explanations are thorough and convincing.  - I evaluate each theme, my reasoning is clear, and my argument is thoughtful and developed. | - I identify a theme in two or more works and provide textual evidence and adequate explanation to support my interpretations.  - I evaluate each theme and my reasoning is clear. | - I identify a theme in two or more works, but my textual evidence is superficial or limited.  - I evaluate each theme, although my evaluation may include some limited reasoning. | - I struggle to identify a theme in multiple works, or my interpretations of themes are not correct.  - I use little or no textual evidence to support my interpretations  - I do not evaluate the themes. |

**Writing ALT 1** I can write an argumentative piece using evidence.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I independently formulate, support and communicate a clear, thought-provoking thesis statement/claim in my introduction.  - I organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, acknowledging strengths and limitations.  - I consistently use a variety of fluid transitions between ideas.  - I develop a conclusion that connects back to the claim and includes relevant insight. | - I independently formulate, support and communicate a clear thesis statement/claim in my introduction.  - I organize reasons and apply evidence in support of my claim and develop thorough arguments that run counter to my own, attempting to acknowledge strengths and limitations.  - I consistently use appropriate transitions that connect ideas and evidence.  - I develop a conclusion that connects back to the claim and attempts to offer thought-provoking insight. | - I articulate a position by writing and defending a clear thesis statement/claim in my introduction, which may be in response to a prompt.  - I attempt to organize reasons and apply evidence in support of my claim. I can acknowledge arguments that run counter to my own.  - I use transitions that connect ideas and evidence.  - I provide a conclusion that connects back to the claim and ideas. | - I struggle with articulating a position or defending a thesis statement/claim in my introduction.  - I have difficulty organizing my reasons and/or providing enough evidence to support my claim. I may not acknowledge arguments that run counter to my own.  - I inconsistently use transitions.  - I attempt to provide a conclusion that summarizes the claim and ideas, but it may not be clear. |

**Writing ALT 2** I can write an informative / explanatory piece using evidence.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I independently present a clear, thought provoking, and original thesis statement in my introduction.  - I organize my ideas and develop the topic thoroughly with relevant, purposeful, and sufficient concrete details.  - I consistently use a variety of appropriate fluid transitions between ideas.  - I develop a conclusion that connects back to the topic and includes relevant insight. | - I independently present a clear thesis statement in my introduction.  - I organize my ideas and develop the topic thoroughly with relevant and sufficient concrete details.  - I consistently use appropriate transitions that connect ideas and evidence.  - I develop a conclusion that connects back to the topic and attempts to offer thought-provoking insight. | - I present a thesis statement in my introduction, which may be in response to a prompt.  - I attempt to organize my ideas and develop the topic with relevant concrete details.  - I use transitions that connect ideas and evidence.  - I provide a conclusion that connects back to the topic and ideas. | - I struggle with developing a thesis statement in my introduction.  - I have difficulty organizing my ideas and / or developing the topic with relevant concrete details.  - I inconsistently use transitions.  - I attempt to provide a conclusion that summarizes the topic and ideas, but it may not be clear. |

**Writing ALT 3** I can write narrative pieces.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I creatively engage my audience with my beginning.  - I use a variety of narrative techniques, such as dialogue, characterization, pacing and description to develop the plot and / or characters.  - I use a variety of effective sequencing techniques to develop plot.  - I develop a relevant and insightful conclusion/ resolution. | - I draw the reader into my storyline.  - I use narrative techniques, such as dialogue, characterization, pacing, and description to develop the plot and/or characters.  - I use effective sequencing techniques to develop plot.  - I develop a relevant conclusion/resolution. | - I attempt to draw the reader into my storyline.  - I use some narrative techniques, such as dialogue, characterization, pacing and description to develop the plot and / or characters.  - I use some effective sequencing techniques to develop plot.  - I attempt to develop a relevant conclusion/ resolution. | - I struggle with drawing the reader into my storyline.  - I seldom use narrative techniques, such as dialogue, characterization, pacing and description to develop the plot and / or characters.  - I seldom use sequencing techniques to develop plot.  - I have difficulty providing a sufficient conclusion / resolution. |

**Writing ALT 4** I can use the writing process to improve my writing.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I consistently use a variety of prewriting strategies to plan my writing according to audience and purpose.  - I consistently make revisions for changes to enhance the depth of information both independently and in response to feedback.  - I consistently proofread and edit for spelling, punctuation, and grammar independently and in response to feedback in order to sharpen and clarify my writing.  - I consistently produce a polished piece of writing that is properly formatted. | - I consistently use prewriting strategies to plan my writing according to audience and purpose.  - I consistently and purposefully make revisions for changes to content independently and in response to feedback.  - I consistently and purposefully proofread and edit for spelling, punctuation, and grammar independently and in response to feedback.  - I consistently produce a polished piece of writing that is properly formatted. | - I attempt to use prewriting strategies to plan my writing.  - I make superficial revisions for changes to content in response to feedback.  - I proofread and edit for spelling, punctuation, and grammar.  - I attempt to produce a polished piece of writing that is properly formatted. | - I seldom use prewriting strategies to plan my writing.  - I seldom make revisions.  - I seldom proofread and edit for spelling, punctuation, and grammar.  - I seldom produce a polished piece of writing that is properly formatted. |

**Language ALT 1** I can select and apply effective words and syntax.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - This means: I choose words that are sophisticated and precise to establish an engaging voice.  - I use varied and purposeful sentence structure for effect to enhance my writing. Writing is fluid and rhythmic, not mechanical. | - This means: I choose words that are thoughtful and precise to establish an appropriate and/ or engaging voice.  - I vary sentence structure for effect to enhance my writing. Writing is fluid, not mechanical. | - This means: I sometimes choose words that are thoughtful and precise to establish an appropriate and / or engaging voice.  - I attempt to vary sentence structure for effect to enhance my writing. Writing is more mechanical than fluid. | - This means: I rarely choose words that are thoughtful and precise to establish an appropriate and / or engaging voice.  - I attempt to vary sentence structure for effect to enhance my writing. Writing is mechanical, choppy and/ or rambling. |

**Language ALT 2** I can use correct conventions (spelling, punctuation, and grammar) in my writing.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| -This means: I consistently use spelling conventions/ rules correctly in my writing. Very minimal errors do not impede readability.  - In addition to 9th and 10th grade punctuation conventions (end punctuation, comas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have strong control over: dashes and hyphen, parentheses, and ellipses. Very minimal errors do not impede readability.  - In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences – avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have strong control over: parallel structure, complex phrases, and active versus passive voice. Very minimal errors do not impede readability. | - This means: I consistently use spelling conventions/ rules correctly in my writing. Errors do not impede readability.  - In addition to 9th and 10th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have strong control over: dashes and hyphen, parentheses, and ellipses. Errors do not impede readability.  - In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences – avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have consistent control over: parallel structure, complex phrases, and active versus passive voice. Errors do not impede readability. | - This means: I inconsistently use spelling conventions/ rules correctly in my writing. Errors begin to impede readability.  - In addition to 9th and 10th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have partial control over: dashes and hyphen, parentheses, and ellipses. Errors begin to impede readability.  - In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences – avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have partial control over: parallel structure, complex phrases, and active versus passive voice. Errors begin to impede readability. | - This means: I rarely use spelling conventions/rules correctly in my writing. Errors impede readability.  - In addition to 9th and 10 grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, dialogue, colons, and semi-colons), I have little control over: dashes and hyphen, parentheses, and ellipses. Errors impede readability.  - In addition to 9th and 10th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences – avoiding run-ons and fragments, basic phrases, pronoun antecedent agreement, and verb tenses), I have little control over: parallel structure, complex phrases, and active versus passive voice. Errors impede readability. |

**Speaking-Listening ALT 1** I can initiate and participate effectively in a range of collaborative discussions.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - I show leadership by effectively working with my peers to set goals and establish individual roles.  - My questions and responses effectively promote a discussion that advances a broad spectrum of ideas and perspectives.  - My ideas are clearly and thoroughly supported with evidence. | - I consistently work with my peers to set goals and establish individual roles.  - My questions and responses adequately promote a discussion that advances a broad range of ideas and perspectives.  - My ideas are clear and adequately supported with evidence. | - I sometimes work with my peers to set goals and establish individual roles.  - My questions and responses attempt to promote a discussion that advances a broad range of ideas and perspectives.  - My ideas are supported with evidence that may lack depth or relevance. | - I seldom participate or work with peers to set goals and establish individual roles.  - I seldom ask questions that prompt discussion or enhance my understanding.  - My ideas are seldom supported with relevant evidence. |

**Speaking/ Listening ALT 2** I can present information effectively, using natural and appropriate body language, eye contact, volume, rate of speech, and inflection.

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| **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearly Proficient** | **1**  **Developing** |
| - My presentation shows a clear, focused and effective structure, which enhances and develops my main ideas and supports the audience’s understanding and involvement.  - I demonstrate natural control of technique, and my presentation is characterized by the following: Consistent, engaging eye contact; Exceptional enunciation and pronunciation; Effective variations in rate and volume; Fluent delivery; skillful use of non-verbal techniques. | - My presentation shows a clear and logical structure, which enhances and develops my main ideas and supports the audience’s understanding.  - I demonstrate adequate control of technique, and my presentation is characterized by the following: Consistent eye contact; Clear enunciation and pronunciation; Appropriate variations in rate and volume; Generally fluent delivery; Appropriate use of non-verbal techniques. | - My presentation shows a clear structure, but it may be overly simple or ineffective.  - I demonstrate some control of technique, and my presentation is characterized by the following: Some use of eye contact; Mostly clear enunciation an pronunciation; Some variations in rate and volume; Somewhat fluent delivery; Attempted use of non-verbal techniques. | - My presentation lacks a clear structure and may be difficult to follow.  - I demonstrate limited control of technique. My presentation detracts from my message and purpose and is characterized by: Minimal eye contact; Mispronunciation: Monotonous rate and volume; Halting delivery; inconsistent use of non-verbal techniques. |