

## Reading

<b>Competency #1 READING INFORMATIONAL AND LITERARY TEXTS</b>				
<b>Performance Indicator</b>	<b>1 - Emerging</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Exceeds</b>
<b>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/RL1.1)</b>	State evidence related to the author's claims.	Identify evidence that supports the author's claims.	Provide evidence and make inferences that are key to supporting the author's claims by explaining how they are connected.	Evaluate the strength of the evidence presented by the author to support his/her claims.
<b>B. Analyze the development of theme(s) or central idea(s) over the course of text and provide an objective summary. (RI/RL1.2)</b>	Identify a theme or central idea in part of the text(s).	Determine the overall theme or central idea of the text(s).  Identify the ideas that support the theme or central idea of the text(s).	Analyze the development of theme or central idea over the course of a text, including how it emerges and is shaped and refined by specific details.  Provide an objective summary.	Illustrate the development of theme or central idea across multiple texts, supported by background knowledge from different genres.
<b>C. Analyze a complex set of ideas or sequence of events and explain how specific individuals/complex characters, ideas, or events interact and</b>	Identify the major characters, ideas, or events in the text.	Explain how the major characters, ideas, or events interact throughout the text.	Interpret how the interaction among major characters, ideas, or events impact the development of theme or central idea.	Predict how the addition or lack of a major character, idea, or event impacts the development of theme or central idea.

<p>develop over the course of the text. (RI/RL1.3)</p>				
<p><b>D. 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 of a text(s), including words with multiple meanings or language that is particularly effective for a desired purpose. (RI/RL2.4/L.1.3/ L.2.4/L.2.5)</b></p>	<p>Identify word meanings and tone that are critical to the understanding of the text(s).</p>	<p>Describe how specific word choices, including words with multiple meanings and effective language, are related to the meaning and tone of the text(s).</p> <p>Demonstrate knowledge of figurative, connotative and technical meanings that are critical to the understanding of the text(s).</p>	<p>Determine the meanings of words and phrases as they are used in the text and how they are related to the meaning and tone of the text(s).</p> <p>Determine figurative, connotative and technical meanings of words as they are used in the text and how they are related to the meaning and tone of the text(s).</p> <p>Analyze the impact of specific word choices on meaning and tone of the text(s).</p> <p>Analyze words with multiple meanings or language that is particularly effective for a desired purpose.</p>	<p>Investigate what would happen to the overall meaning and tone if the most significant word choices were altered or eliminated from the text(s).</p>
<p><b>E. Analyze how an author's choices concerning text structures contribute to the meaning, including the aesthetic and rhetorical impact. (RI/RL2.5)</b></p>	<p>Identify the text structure(s) the author used in the text(s)</p> <p>Identify the meaning of the text(s).</p>	<p>Describe how the text structure(s) conveys the meaning of the text and create effect(s).</p>	<p>Explain how an author's choice of structure affects the meaning and creates a particular effect.</p>	<p>Hypothesize how a different text structure would impact the meaning of the text(s) and the intended effect.</p>

<b>F. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI/RL2.6)</b>	Identify rhetorical strategies used in the text(s).	Identify the author's point of view or purpose in the text(s).  Describe how the rhetorical strategies are connected to the author's point of view or purpose.	Determine an author's point of view or purpose and explain how the rhetorical strategies contribute to the power, persuasiveness, or beauty of the text(s).	Compare a text with a differing point of view or purpose and demonstrate how the style and content contribute to the overall message of the piece.
<b>G. Integrate and evaluate content presented in diverse media formats to evaluate how each one interprets the source text(s), addresses a question, or solves a problem. (RI/RL3.7/ SL1.2)</b>	Identify similarities and differences between/among content presented in various media formats.  Identify relevant information from multiple sources.	Provide evidence supporting similarities and differences between/among content presented in various media formats.  Consider the credibility and accuracy of each source.	Integrate content in diverse media formats in order to evaluate how each one interprets the source texts(s), addresses a question, or solves a problem.  Evaluate the credibility and accuracy of each source.	Critique how content would be impacted if presented in an alternate media format(s), in terms of interpreting the source text(s), addressing a question, or solving a problem.
<b>H. 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. (RI3.8)</b>	Identify a claim(s) in a text.	Describe how relevant evidence support the claim(s) in a text.	Specify and assess the relevancy, sufficiency and validity of the textual evidence that is used to support the claim(s).	Defend and justify the validity and relevancy of recognized supportive evidence.
<b>I. Integrate information from diverse sources into</b>	Identify information from various sources to	Distinguish inconsistent accounts of ideas or events	Incorporate information from diverse sources to	Evaluate the reason(s) for and impact(s) of inconsistency

<p><b>a coherent understanding of an idea or event, evaluating discrepancies among sources as well as how the authors address related themes and concepts. (RI/RL3.9)</b></p>	<p>demonstrate an understanding of ideas or events presented in the texts.</p>	<p>presented in the texts.  Describe how the authors address themes and concepts in each text.</p>	<p>demonstrate an understanding of ideas or events, examining inconsistency among the accounts.  Describe how well the authors address related themes and concepts in each text.</p>	<p>among diverse perspectives.  Critique how the authors addressed the themes and concepts in each text to determine how the themes and concepts could have been more effectively presented.</p>
<p><b>J. Read and comprehend complex literary and informational texts independently and proficiently.</b></p>	<p>Read complex text(s).</p>	<p>Read and demonstrate understanding of complex text(s) with assistance and scaffolding.</p>	<p>Read and comprehend complex texts independently.  Read and comprehend complex texts proficiently.</p>	<p>Analyze complex text(s) independently and proficiently.</p>

## Writing

<b>Competency #2: WRITING</b>				
<b>Performance Indicator</b>	<b>1 - Emerging</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Exceeds</b>
<p><b>A. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W1.1)</b></p> <p><b>*Please note the criteria in the grades 6-10 FSA state Writing Rubric for this standard (tested mode of writing).</b></p>	<p>The response is related to the topic but may have no discernible claim and little or no discernible organizational structure, and a partial command of basic conventions.</p>	<p>The response is somewhat sustained, but may include extraneous material; it may have a claim with an inconsistent organizational structure, and a partial command of basic conventions.</p>	<p>The response is adequately sustained and generally focused and incorporates the following: a clear claim, evident organizational structure, adequate support, and an adequate command of basic conventions.</p>	<p>The response is fully sustained and consistently focused and incorporates the following: a clear claim focused within the purpose, audience and task, an effective organizational structure, and thorough, convincing, and credible support, and an adequate command of basic conventions.</p>
<p><b>B. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization,</b></p>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus, provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of</p>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus, provides uneven, support/evidence for the controlling idea and supporting idea(s) that</p>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused, provides adequate support/evidence for the</p>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused, provides thorough and convincing support/evidence for the controlling idea and</p>

<p><b>and analysis of content. (W1.2)</b></p>	<p>sources, facts, and details. The response is vague, lacks clarity and shows a partial command of basic conventions.</p>	<p>includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language and partial command of basic conventions.</p>	<p>controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language and an adequate command of basic conventions</p>	<p>supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language and an adequate command of conventions.</p>
<p><b>C. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W1.3)</b></p>	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus, provides minimal elaboration using few or no details, dialogue, and/or description and a partial command of basic conventions.</p>	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description, and a partial command of basic conventions.</p>	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained, provides adequate elaboration using well-chosen details, dialogue, well-structured event sequence and description, and an adequate command of basic conventions.</p>	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout, provides thorough, effective techniques and elaboration using relevant details, dialogue, well-structured event sequence and description and an adequate command of basic conventions.</p>
<p><b>D. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W2.4)</b></p>	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus, provides minimal support/evidence for the opinion and supporting idea(s) that includes little or</p>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor lack of focus, provides uneven support/evidence for the opinion and supporting</p>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused, provides adequate</p>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused, provides thorough and convincing support/evidence</p>

	no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity and shows a partial command of basic conventions.	idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language and shows a partial command of basic conventions.	support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language and an adequate command of basic conventions.	for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language and an adequate command of basic conventions.
<b>E. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(W2.5)</b>	Plan writing based on a specific purpose and audience.	Plan, draft and edit, via a new approach, appropriate to a specific purpose and audience.	Develop and strengthen writing through planning, drafting, revising and editing prior to rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	Exhibit strength in writing through consistent planning, revising, editing, rewriting, use of new approaches, and focus on addressing what is most significant for specific purposes and audiences.
<b>F. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W2.6)</b>	Students use technology to produce writing products.	Students use technology to produce and publish writing products for feedback.	Students use technology to produce, publish and update shared writing products in response to ongoing feedback, including new arguments or information.	Students use technology to produce, publish, update shared writing in response to ongoing feedback, as well as offer ongoing feedback to peers.
<b>G. Gather relevant information from multiple authoritative print and</b>	Students gather information from multiple sources.	Students gather information from sources, assessing the strengths and limitations of each source.	Students gather information from a variety of authoritative, print and digital sources, effectively assessing the	Students selectively gather and purposefully analyze information in terms of the task, purpose, and audience,

<p><b>digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.(W3.7)</b></p>			<p>strengths and limitations of each source in terms of the task, purpose, and audience.</p>	<p>to be integrated into the text effectively from a variety of authoritative print and digital sources.</p>
<p><b>H. 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. (W3.7)</b></p>	<p>Students integrate information into the text and draw evidence (frequent extraneous material), from literary or informational text.</p>	<p>Students draw evidence from literary or informational text in an attempt to maintain a flow of ideas, citing evidence (some loosely related or extraneous).</p>	<p>Students draw relevant evidence from literary or informational texts to support analysis, reflection and research, citing evidence or paraphrasing the data and conclusions of others to selectively maintain the flow of ideas, while avoiding plagiarism and an overreliance on any one source, while following a standard format for citation.</p>	<p>Students draw relevant evidence from literary and informational texts to fully support their analysis, reflection, and research, using direct citation, paraphrase, and offering their own conclusions from the text to selectively maintain the flow of ideas, without plagiarism and an overreliance on any one source, while following appropriate format for all citations.</p>
<p><b>I. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W3.9)</b></p>	<p>Students draw evidence from texts.</p>	<p>Students draw evidence from texts to support analysis, reflection, or research.</p>	<p>Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics.</p>





**English Language Arts**  
Task Neutral Scoring Criteria  
Grades 9-12  
Updated 9/5/17

## Speaking and Listening

<b>Competency #3: SPEAKING AND LISTENING</b>				
<b>Performance Indicator</b>	<b>1 - Emerging</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Exceeds</b>
<b>A. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.(SL1.1-a)</b>	Recognize evidence from texts related to the topic or issue.	Summarize evidence from texts related to the topic or issue in a discussion.	Participate in a thoughtful, well-reasoned exchange of ideas using evidence from relevant texts and research related to the topic or issue	Evaluate the strength of the evidence in the texts or research used to support the topic or issue.  Lead a thoughtful, well-reasoned exchange of ideas on the topic or issue.
<b>B. Propel conversation and respond thoughtfully through collaboration to complete group tasks, employing diverse perspectives. (SL1.1-c, SL1.1-d)</b>	Listen to conversation in order to complete assigned task(s).	Participate in conversation when prompted and work with others to complete assigned tasks.	Thoughtfully engage in and contribute new ideas to group conversation.  Collaborate to complete group tasks, acknowledging and respecting diverse perspectives.	Lead a group through a thoughtful conversation.  Assign roles to a group in order to effectively and efficiently collaborate to complete tasks, taking a position from an alternate perspective than one's own.

<p><b>C. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. (SL1.3)</b></p>	<p>Identify a speaker’s point of view.</p>	<p>Describe the use of evidence and rhetoric that communicates the speaker’s point of view.</p>	<p>Analyze the use of evidence and rhetoric to examine the speaker’s point of view and/or reasoning.</p>	<p>Compare two speakers’ points of view or reasoning to contrast the effectiveness of styles, evidence, and rhetoric.</p>
<p><b>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 2.4)</b></p>	<p>Recall information, findings and evidence.</p> <p>Identify the audience and task.</p>	<p>Show information, findings and evidence that convey differing perspectives.</p> <p>Address audience and task.</p>	<p>Present information, findings, and supporting evidence in a well-developed and organized manner, conveying a clear perspective that listeners can follow.</p> <p>Address the alternative or opposing viewpoints.</p> <p>Appropriately address audience, purpose, and task.</p>	<p>Critique another presentation for information, findings and supporting evidence.</p> <p>Revise the presentation for appropriate organization, development, substance and style, attending to audience, purpose, and task.</p>
<p><b>E. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL2.5)</b></p>	<p>Use digital media in a presentation.</p>	<p>Choose digital media that is relevant to the presentation.</p>	<p>Strategically incorporate digital media in a presentation that increases the understanding and level of interest.</p>	<p>Create a piece of digital media that is used in a presentation to enhance understanding and add to the interest level.</p>

<p><b>F. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL2.6)</b></p>	<p>Speak to a topic and associated task.</p>	<p>Recognize that speech varies across differing contexts and tasks.</p>	<p>Appropriately adapt speech for differing audiences and tasks.</p> <p>Demonstrate a command of formal English when indicated or appropriate</p>	<p>Recommend the style of speech that should be used when appraising a presentation.</p>
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## Language

<b>Competency #4: LANGUAGE</b>				
<b>Performance Indicator</b>	<b>1 - Emerging</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Exceeds</b>
<b>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)</b>	Recognize the conventions of standard English grammar and usage in writing and speaking.	Include conventions of standard English grammar and usage in writing and speaking.	Demonstrate command of the conventions of standard English grammar and usage in all writing and speaking.	Compare and revise improper uses of standard English grammar and usage in writing and speaking.
<b>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)</b>	Recognize the conventions of capitalization, punctuation and spelling in writing.	Use conventions of standard capitalization, punctuation in writing.	Demonstrate command of the conventions of capitalization, punctuation, and spelling in all writing.	Compare and revise improper uses of standard English capitalization, punctuation, and spelling with proper uses of capitalization, punctuation and spelling when writing.
<b>C. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</b>	Recognize general academic and domain-specific words and phrases in reading and listening.	Understand general academic and domain-specific words and phrases in reading and listening.	Accurately use general academic and domain-specific words and phrases in writing or speaking.	Apply general academic and domain-specific words and phrases to a variety of contexts through writing or speaking.



<p><b>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L6)</b></p>			<p>Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Teach others how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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