| **Discipline Specific Graduation Competency 1: Reading**Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. |
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| 1A | Determine two or more themes or central ideas of a complex, grade appropriate text and analyze their development, including how they interact and build on one another to produce a complex account (RL2 & I2), (RL10 & RI10). |
| 1B | Analyze how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole (RL5 & RI5), (RL10 & RI10). |
| 1C | Analyze the impact of the author’s choices regarding how to develop and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed (RL3), (RL10). |
| 1D | Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10 ). |
| 1E | Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10). |
| 1F | Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10). |
| 1G | Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).  |
| 1H | Cite strong and thorough textual evidence, with in-text citations andparaphrasing, to support analysis of what the complex, grade appropriate text says explicitly using specific details as well as inferences drawn from the text (RL1 & RI1). |
| **Discipline Specific Graduation Competency 2: Writing**Produce clear and coherent writing with relevant support for a range of tasks, purposes, and audiences |
| 2A | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9). |
| 2B | Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9). |
| 2C | Conduct short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts (W7,8,9). |
| 2D | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3,4,5). |
| 2E | Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization, and style make it easy to follow the author’s progression of ideas (W4). |
| **Discipline Specific Graduation Competency 3: Speaking and Listening**Engage effectively in a range of discussions and presentations. |
| 3A | Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1). |
| 3B | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3). |
| 3C | Present information, findings, and supporting evidence in a variety of mediums conveying a clear and distinct perspective (SL4,5,6). |
| **Discipline Specific Graduation Competency 4: Language**Communicate effectively employing the conventions of standard English grammar and vocabulary usage when writing or speaking. |
| 4A | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing, including correct capitalization, punctuation, spelling, and appropriate MLA citations in writing. (L1,2).  |

| **Discipline Specific Graduation Competency 1: Reading**Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. |
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| 1A | Determine two or more themes or central ideas of complex, grade appropriate texts and analyze their development over the course of the texts, including how they interact and build on one another to produce a complex account (RL2 & I2), (RL10 & RI10). |
| 1B | Analyze how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole (RL5 & RI5), (RL10 & RI10). |
| 1C | Analyze the impact of the author’s choices regarding how to develop and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed (RL3), (RL10). |
| 1D | Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10 ). |
| 1E | Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10). |
| 1F | Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10). |
| 1G | Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).  |
| 1H | Cite strong and thorough textual evidence, with in-text citations andparaphrasing, to support analysis of what the text says explicitly using specific details as well as inferences drawn from the text (RL1 & RI1). |

| **Performance Standards** **Scoring** **Criteria** **for** **Competency** **1: Reading** |
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| **Performance Standards** | **1**  | **2**  | **3**  | **4**  |
| **1A Determine two or more themes or central ideas of complex, grade appropriate texts and analyze their development over the course of the texts, including how they interact and build on one another to produce a complex account (RL2 & I2), (RL10 & RI10).** | I can **partially or inaccurately identify** the theme/central idea of texts and provide a simple explanation of how it develops  | I can **explain** the theme/central idea of complex, grade appropriate texts with scaffolding and **explain** how it develops - begins and changes over the course of the text  | I can **determine** two or more themes or central ideas of complex, grade appropriate texts and **analyze** their development over the course of the text, including how they interact and build on one another to produce a complex account | I can **analyze and evaluate** two or more themes or central ideas of complex, grade appropriate texts and **analyze** and **evaluate** their development over the course of the text, including how they interact and build on one another to produce a complex account |
| **1B Analyze how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole (RL5 & RI5), (RL10 & RI10).** | I can **partially or inaccurately identify** how the structure of a scaffolded complex, grade appropriate text contributes to the meaning of a text as a whole | I can correctly **explain** how the structure of a scaffolded complex, grade appropriate text contributes to the meaning of a text as a whole | I can **analyze** how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole | I can **analyze and evaluate** how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole |
| **1C Analyze the impact of the author’s choices regarding how to develop and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) (RL3), (RL10).** | I can **partially or inaccurately identify** the impact of the author’s choices regarding how to develop and relate elements of a scaffolded complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)  | I can **explain** the impact of the author’s choices regarding how to develop and relate elements of a scaffolded complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)  | I can **analyze** the impact of the author’s choices regarding how to develop and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)  | I can **analyze, evaluate and critique** the impact of the author’s choices regarding how to develop and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)  |
| **1D Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10 ).** | I can **partially or inaccurately identify** the author’s point of view or purpose but use little if any support or details that clarify the stance  | I can **explain** the author’s point of view/purpose and cite specific information quoted from the text to support my reasoning although it may not be adequately explained | I can **analyze** how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text  | I can **analyze**, **evaluate** and **critique** how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text  |
| **1E Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10).** | I can **partially or inaccurately** **identify** how an author uses rhetoric to advance the purpose in a scaffolded complex informational, grade appropriate text | I can **explain** how an author uses rhetoric to advance the purpose in a scaffolded complex informational, grade appropriate text  | I can **analyze** how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text | I can **analyze** **and evaluate**  the representation of how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text  |
| **1F Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10).** | I can **partially or inaccurately** **identify** the argument and claim and offer incomplete or inaccurate support in a scaffolded complex, grade appropriate text  | I can **explain** the argument **and determine** a claim (although it may not be the primary claim) in a scaffolded complex, grade appropriate text  | I can **evaluate** the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient  | I can **delineate** (determine the exact position) and **evaluate multiple claims** made in a complex, grade appropriate text and **evaluate and critique the effectiveness** of the argument assessing whether the reasoning is valid and the evidence is relevant and sufficient |
| **1G Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).**  | I can **partially or inaccurately** **identify** the impact of some word choices as they are used in a scaffolded complex, grade appropriate text but do not include words with figurative, connotative, and multiple meanings | I can **explain** the impact of some word choices as they are used in a scaffolded complex, grade appropriate text but do not accurately include words with figurative, connotative, and multiple meanings | I can **analyze** the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings | I can **identify**, **analyze** and **evaluate** the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings |
| **1H Cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis of what the text says explicitly using specific details as well as inferences drawn from the text (RL1 & RI1).** | I can **partially or inaccurately** cite textual evidence and paraphrasing to **identify** what the text says , with few or no in-text citations, details or inferences drawn from the text | I can **cite** textual evidence, with in-text citations and paraphrasing, to **explain** what the text says using few details and few inferences drawn from the text | I can **cite strong and thorough** textual evidence, with in-text citations and paraphrasing, to support **analysis** of what the text says explicitly using specific details as well as inferences drawn from the text | I can **cite and evaluate the use of strong and thorough** textual evidence, with in-text citations and paraphrasing, to support **analysis** and **evaluation** of what the text says explicitly using specific details as well as inferences drawn from the text, including determining where the text leaves matters uncertain |

| **Discipline Specific Graduation Competency 2: Writing**Produce clear and coherent writing with relevant support for a range of tasks, purposes, and audiences |
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| 2A | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9). |
| 2B | Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9). |
| 2C | Conduct short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts (W7,8,9). |
| 2D | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3,4,5). |
| 2E | Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas. (W4) |

| **Performance Standards** **Scoring** **Criteria** **for** **Competency** **2: Writing** |
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| **Performance Standards** | **1**  | **2**  | **3**  | **4**  |
| **2A Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9).** | I have **emerging skills** in writing arguments to support claims of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts:  I can identify and write arguments to support claims in an substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational textsI can write a thesis/claim that answers part of the question and may be appropriate to the task I can support my thesis/claim with textual evidence | I have **developing skills** in writing arguments to support claims of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts: I can write a thesis/claim that partially answers the question and partially leads to analysis of the claim/thesis that is appropriate to the taskI can support my thesis/claim with some textual evidence that begins to develop my argument and relates to all or some of the points set forth in the thesisI can provide a concluding statement  | I can write arguments to support claims in an **analysis** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts: I can write a strong explicit thesis/claim that addresses the prompt and leads to effective and comprehensive analysis of the claim/thesis that is consistently appropriate to the taskI can support my thesis/claim by using clear, convincing and valid reasoning supported by relevant and sufficient textual evidence drawn from literary or informational texts related to the thesis/claim, and addresses the counterclaimI can provide an effective concluding statement or section supports the argument presented | I can write arguments to support claims in an **analysis and evaluation** of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts: I can craft a strong implicit or explicit thesis/claim that answers the question, and can analyze topics and text to provide nuanced reasoning that artfully provides context and significance for the claimI can support my thesis/claim and counterclaim by using precise, clear and convincing reasoning supported by a thoroughly relevant and sufficient body of textual evidence drawn from literary or informational texts directly related to the elements set forth in the thesis and addresses the counterclaimI can provide an effective concluding statement or section that follows from, supports the argument, and extends or connects the context effectively to the driving question |
| **2B Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9).** | I have **emerging skills** in writing informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts: I can write a thesis/claim that answers part of the question and may be appropriate to the taskI can support my thesis/claim with textual evidence | I have **developing skills** in writing informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts: I can create an explicit thesis/claim that answers the question and leads to an explanation or information that is appropriate to the taskI can support my thesis/claim with relevant textual evidence that begins to develop my explanation and relates to all or some of the points set forth in the thesisI can provide a concluding statement or section that supports my thesis/claim. | I can write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts: I can craft a strong explicit thesis/claim that addresses the prompt and leads to an effective and comprehensive analysis or explanation that is informative and consistently appropriate to the taskI can support my thesis/claim by using clear, convincing and valid reasoning and by examining and conveying complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts related to the elements set forth in the thesisI can provide an effective concluding statement or section that follows from and supports the information or explanation presented | I can write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts: I can craft a strong implicit or explicit thesis/claim that answers the question, and can analyze topics and text to provide nuanced reasoning that artfully provides context and significance for the claimI can support my thesis/claim by using precise, clear, convincing and valid reasoning by examining and conveying complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and thoroughly sufficient evidence drawn from literary or informational texts directly related to the elements set forth in the thesisI can provide an effective concluding statement or section that follows from, and supports the explanation, and extends or connects information effectively to the driving question |
| **2C Conduct short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts (W7,8,9).** | I have **emerging skills** in conducting short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts:I can write a thesis/claim that answers part of the question and may be appropriate to the task I can support my thesis/claim with textual evidence from my research | I have **developing skills** in conducting short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts:I can craft an explicit thesis/claim that addresses the prompt and recognizes important ideas presented by some of my research and leads to analysis of the claim/thesis that is appropriate to the taskI can support my thesis/claim with relevant evidence from my research that begins to develop my explanation and relates to all or some of the points set forth in the thesisI can provide a concluding statement or section that supports my thesis/claim | I can conduct short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts:I can create and support my thesis/claim by using clear and convincing reasoning supported by adequate, relevant evidence that shows I can conduct short and sustained research or text based projects based on focused questions, demonstrating understanding of the subject or text under investigation providing sufficient evidence drawn from literary or informational texts I can provide an effective concluding statement or section that follows from and supports my thesis/claim | I can conduct short and sustained research or text based projects based on focused questions, demonstrating a strong understanding of the subject or text under investigation and sufficient evidence drawn from literary or informational texts:I can craft a strong implicit or explicit thesis/claim that addresses the prompt, and demonstrates my ability to expertly use multiple research sources to inform my answer and to initiate analysis of topics and text to provide nuanced reasoning that artfully provides context and significance for the claimI can support my thesis/claim by using precise, clear and convincing reasoning supported by a thoroughly relevant and sufficient body of evidence directly related to the elements set forth in the thesis I can provide an effective concluding statement or section that follows from, and supports the explanation, and extends or connects information effectively to the driving question |
| **2D Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3, 4, 5).** | I have **emerging skills** in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | I have **developing skills** in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | I can write narratives that engage readers using a variety of well chosen narrative techniques, well-chosen details, and well-structured event sequences to craft cohesive and inventive plot sequence, character(s), and setting(s) that add value to the storyI can employ unique point(s) of view, and build toward an intentional tone and outcome in an innovative way that smoothly conveys a particular theme or message appropriate to the prompt |
| **2E Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas. (W4)** | I have **emerging skills** in producing and maintaining clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas | I have **developing skills** in producing and maintaining clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas | I can **produce** and **maintain** clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas | I can **produce** and **maintain** clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author’s progression of ideas which build on the previous ideas in an effort to create a unified whole  |

| **Discipline Specific Graduation Competency 3: Speaking and Listening**Engage effectively in a range of discussions and presentations. |
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| 3A | Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1). |
| 3B | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3). |
| 3C | Present information, findings, and supporting evidence in a variety of mediums conveying a clear and distinct perspective (SL4,5,6). |

| **Performance Standards** **Scoring** **Criteria** **for** **Competency** **3: Speaking and Listening** |
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| **Performance Standards**  | **1** | **2**  | **3** | **4**  |
| **3A Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1).** | I can **occasionally participate** in discussions and respond to ideas   | I can **participate** in discussions, responding to diverse perspectives and expressing ideas | I can **initiate** and **participate** effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively | I can **initiate, lead,** and **participate** effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively while promoting civil discussion by **synthesizing** comments, claims, and evidence made of all sides of an issue |
| **3B Listen to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3).** | I can listen and **partially or inaccurately identify** a point of view, reasoning, and use of evidence and rhetoric  | I can listen to **explain** the speaker’s point of view, reasoning, and use of evidence and rhetoric | I can **listen** to **evaluate** a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | I can **listen** to and accurately **identify**, **analyze and evaluate**  the nuances of the speaker’s point of view as it develops, point out and explain the strengths and weaknesses of reasoning, fallacies, rhetoric/word choice, links among ideas, major points, evidence/support, and tone, and make suggestions to improve the strength of the speaker's position  |
| **3C Present information, findings, and supporting evidence, conveying a clear and distinct perspective (SL4, 6).** | I can **present** and **partially or inaccurately identify**  some information, findings, and supporting evidence without a clear and distinct perspective | I can **present and explain** some information, findings, and supporting evidence without a clear and distinct perspective | I can **present** information, findings, and supporting evidence, conveying a clear and distinct perspective | I can **present** information, findings, and supporting evidence, conveying a clear and distinct perspective which is **logically organized** with **refined details and style**, that offer findings and well selected supporting evidence that clearly conveys my perspective on a topic |

| **Discipline Specific Graduation Competency 4: Language**Apply the conventions of standard English grammar and vocabulary usage when writing or speaking. |
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| 4A | Demonstrate command of the conventions of standard English grammar and usage when speaking and writing including correct capitalization, punctuation, spelling, and appropriate MLA citations in writing. (L1,2). |

| **Performance Standards** **Scoring** **Criteria** **for** **Competency** **4: Language** |
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| **Performance Standards** | **1** | **2** | **3** | **4** |
| 4A Demonstrate command of the conventions of standard English grammar and usage when speaking and writing including correct capitalization punctuation, spelling, and appropriate MLA citations in writing. (L1,2)  | I have **emerging** command of a few simple conventions of standard English grammar when writing or speaking and still make errors that can cause confusion for my audience | I have **developing** command of a variety of the conventions of standard English grammar and usage when writing or speaking but still make errors that can cause confusion for my audience  | I can **demonstrate c**ommand of the conventions of standard English grammar and usage when writing or speaking including correct capitalization punctuation, spelling, and appropriate MLA citations in writing | I can **demonstrate** command and **effective use** of the conventions of standard English grammar and usage when writing or speaking including correct capitalization punctuation, spelling, and appropriate MLA citations in writing while properly using complex conventions and varied sentence structures to enhance my ability to engage the audience |