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| **Reading Standard 1**  **“Inference”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (75)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Read text and make logical inferences; cite textual evidence to support drawn conclusions.** | Makes clear, complex, and convincing inferences using strong reasoning, based on multiple sources of well-chosen textual evidence | Makes clear and convincing inferences supported by appropriately-chosen textual evidence. | Makes weak or flawed inferences related to a text.  Textual evidence chosen is weak. | Missing at least one essential element: either does not make logical inferences, or textual evidence does not support inferences or make sense. |

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| **Reading Standard 2**  **“Theme”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (75)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Determine theme and analyze its development with textual evidence and summary.** | Determines a clear and complex theme.  Analyzes thoroughly and convincingly using multiple pieces of well-chosen textual evidence.  Summary is clear and convincing. | Theme is clear, but could be more complex.  Analyzes clearly with well-chosen textual evidence, but could go more in-depth.  Summary is clear. | Theme is weak, but could be more complex.    Analysis is weak with some well-chosen textual evidence, but could go more in-depth.  Summary is unclear. | Theme is unclear or missing.  Analysis is unsupportive of theme and doesn’t include valid textual evidence or is missing altogether.  Summary is incomplete. |

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| **Writing Standard 1**  **“Analysis”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (75)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Write arguments to support claims in an analysis of text, with reading and textual evidence** | Makes clear, complex, and convincing claims using strong reasoning, based on connections drawn between multiple sources oftextual evidence. | Makes clear and convincing claims supported by appropriately-chosen textual evidence. | Makes weak or flawed claims related to a text. Reasoning and textual evidence are weak. | Missing at least one essential element: either cites or summarizes without making a claim, or does not use textual evidence to support claim. |

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| **Writing Standard 2**  **“Organization”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (75)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Write to examine and convey complex ideas through selection, organization, and analysis of content.** | Organization of paper makes sense from beginning to end and uses subtle transitions. | Writing proceeds logically from beginning to end using simple transitions. | Partially develops the topic with some evidence, transitions and a conclusion. | Attempts to develop a topic but does not follow a logical format. |

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| **Language Standard 1**  **“Grammar and sentence structure”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (80)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Demonstrates command of English grammar and usage.** | Writing consistently uses a variety of sentence structures and lengths, and uses varied types of phrases and clauses.  Sentences are graceful and flow smoothly. | Writing uses some variety in sentence structure, though some may feel repetitive. Some different types of phrases and clauses are used.  Sentences are choppy or awkward. | Writing lacks variety of sentence structures. Sentences are often repetitive. There is little variety in the types of phrases and clauses.  Sentences may often be choppy or awkward. | Writing is repetitive; there is no variety in sentence structure and length. Repetitive use of phrases and clauses.  Sentences are choppy and confusing. |

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| **Language Standard 2**  **“Conventions”** | **Advanced**  **Level 4 (100)** | **Proficient**  **Level 3 (75)** | **Basic**  **Level 2 (65)** | **Emerging**  **Level 1 (50)** |
| **Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.** | Capitalization, punctuation, and spelling are used correctly and effectively in my writing.  Meaning is clear. | Some errors in capitalization, punctuation, and spelling.  My errors don’t confuse the meaning of my writing. | Several errors in capitalization, punctuation, and spelling.  My errors sometimes confuse the meaning of my writing. | Multiple errors in capitalization, punctuation, and spelling.  My errors often confuse the meaning of my writing. |