

CCSS Senior English master rubric ccss11-12

Suek/Bochenek

Reading Literature:

CCSS.ELA-LITERACY.RL.11-12.1

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Cite multiple pieces of 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.	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.	Attempts to cite textual evidence to support what the text says. Attempts to determine where the text leaves matters uncertain.	Tries to cite or use evidence from the text, but fails to choose reliable or relevant evidence. Evidence may not support the text. No attempt at analysis.	

CCSS.ELA-LITERACY.RL.11-12.2

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Determine three 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.	Determine only two 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.	Determine one theme or central idea of a text and attempt to analyze its development over the course of the text. Attempts to provide an objective summary of the text.	Attempts at determining one theme or central idea of a text and does not attempt to analyze its development over the course of the text. Small attempt to provide an objective summary of the text.	

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Analyze the impact of the multiple of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are	Attempts to analyze the impact of one of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are	The impact of one of the authors choices is stated, but not analyzed. (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	

introduced and developed).	introduced and developed).	introduced and developed).		
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CCSS.ELA-LITERACY.RL.11-12.4

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. (Include Shakespeare as well as other authors.)

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Determine and analyze 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 all words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	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. (Include Shakespeare as well as other authors.)	Attempt to determine the meaning of some words and phrases as they are used in the text, possibly including attempts at figurative and connotative meanings; the impact of specific word choices on meaning and tone are mentioned, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Little or no attempt to determine the meaning of some words and phrases as they are used in the text, possibly including attempts at figurative and connotative meanings; no mention of the impact of specific word choices on meaning and tone are mentioned, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Analyze all of the author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Try to analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Little or no attempt to analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant and describe the affect it gives to the text (e.g., satire, sarcasm, irony, or understatement).	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Attempt to analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Little or no attempt to analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating deeply how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Analyze one interpretation of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how it interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	State how one interpretation of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century	Demonstrate limited knowledge of eighteenth-, nineteenth- and early-twentieth-century	

foundational works of American literature, including how three or more texts from the same period treat similar themes or topics.	foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	foundational works of American literature, including how one text from the same period treated similar themes or topics.	foundational works of American literature.	
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CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the highest end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the middle level of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the low end of the grades 11-CCR text complexity band independently and proficiently.	

Reading Informational text:

CCSS.ELA-LITERACY.RI.11-12.1

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Cite multiple pieces of 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.	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.	Cite one piece of 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.	Try to use textual evidence to support analysis of what the text says.	

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Determine three or more central ideas of a text and analyze their development over the course of the text, including how they interact and build	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build	Determine one central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Try to state one central idea of a text and discuss its development over the course of the text; attempt to provide an	

on one another to provide a complex analysis; provide an objective summary of the text.	on one another to provide a complex analysis; provide an objective summary of the text.		objective summary of the text.	
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CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Analyze a set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Discuss a set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Try to discuss a set of ideas or sequence of events and state how specific individuals, ideas, or events develop over the course of the text.	

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	State the meaning of words and phrases as they are used in a text; discuss how an author uses a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Make an attempt to state the meaning of words and phrases as they are used in a text.	

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging and why.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Attempt to evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Little or no mention of the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
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CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness and beauty of the text.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	State an author's point of view or purpose in a text and analyze how style and content may contribute to the power, persuasiveness or beauty of the text.	Try to state an author's point of view.	

CCSS.ELA-LITERACY.RI.11-12.7

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
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.	Integrate and evaluate 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.	Integrate and evaluate one source of information presented in different media or formats (e.g., visually, quantitatively).	State one source of information presented in different media or formats (e.g., visually, quantitatively).	

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literary nonfiction at the middle end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literary nonfiction at the low end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 12, read some literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	

W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The text thoughtfully introduces the claims. The claims are logically sequenced and well-supported. There are claims, counterclaims, reasons and evidence embedded into the paper flawlessly.	The text adequately introduces the claims. The claims are sequenced in a predictable way and generally supported. There are claims, counterclaims, reasons and evidence in the paper, but there are slight flaws.	The text adequately introduces the claims. The claims are somewhat sequenced, although some errors in sequencing may be present. The student attempts to include claims, counterclaims, reasons and evidence, but is lacking in one or more categories.	The text attempts to introduce the claim. The text does not have sequenced claims. There may be some claims, counterclaims, reasons or evidence, but it is not clear.	The text makes no attempt at including any claims.

W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The claims and counterclaims used are relevant, valuable evidence from scholastic sources. The claims and counterclaims address both sides of the argument, while still supporting the thesis the author is advancing.	The claims and counterclaims used are relevant, valuable evidence from scholastic sources. The claims and counterclaims address both sides of the argument, while still supporting the thesis the author is advancing, but there are slight flaws.	The student attempts to make claims and counterclaims that are relevant or valuable evidence, but they may not be from scholastic sources. The claims and counterclaims may not address both sides of the argument or the author's thesis.	The claims and counterclaims used are not relevant, valuable evidence from scholastic sources. The claims and counterclaims do not address both sides of the argument.	The text makes no attempt at including any claims or counterclaims.

W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion,

and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The paper is well-written in terms of syntax, cohesion, and relationships with claims and counterclaims. The paper is seamless when being read.	The paper makes solid attempts in terms of syntax, cohesion, and relationships with claims and counterclaims. The paper has some errors in flow when being read.	The paper makes some attempts in terms of syntax, cohesion, and relationships with claims and counterclaims. The paper has many errors in flow when being read.	The paper makes little or attempts in terms of syntax, cohesion, and relationships with claims and counterclaims. The paper has many flaws in flow.	The text makes no attempt at syntax, cohesion and relationships with claims and counterclaims.

W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The concluding statement supports and aides the argument presented.	The concluding statement supports the argument presented.	The concluding statement attempts to support the argument presented.	There is little to no attempt to support the argument presented in the concluding statement.	There is no conclusion.

W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
The text thoughtfully introduces the ideas, concepts and information creating a unified whole. Other things are included such as formatting, graphics and multimedia when necessary.	The text introduces the ideas, concepts and information creating a mostly unified whole. Other things may be included such as formatting, graphics and multimedia when necessary.	The text adequately introduces the ideas, concepts and information creating a somewhat unified whole. Other things may or may not be included such as formatting, graphics and multimedia when necessary.	The text may or may not introduces the ideas, concepts and information. Other things are not included such as formatting, graphics and multimedia when necessary.	The text makes no attempt at introducing anything.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0

The topic is developed thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	The topic is developed somewhat thoroughly by selecting facts, definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	The topic is developed to some extent by selecting facts, definitions, details, quotations, or other information and examples somewhat appropriate to the audience's knowledge of the topic.	The topic is not developed by selecting facts, definitions, details, quotations, or other information and examples not appropriate to the audience's knowledge of the topic.	The text makes no attempt at development.
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W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
There are appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	There are appropriate transitions and syntax to link the major sections of the text, create some cohesion, and clarify some of the relationships among complex ideas and concepts.	There are a few transitions and some syntax to link the major sections of the text, creating little cohesion, and little clarity about some of the relationships among complex ideas and concepts.	There are no transitions and syntax to link the major sections of the text, creating no cohesion, and no clarity of the relationships among complex ideas and concepts.	The text makes no attempt at transitions.

W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The concluding statement supports and aides the information presented.	The concluding statement supports the information presented.	The concluding statement attempts to support the information presented.	There is little to no attempt to support the information presented in the concluding statement.	There is no conclusion.

W.11-12.3.A

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The author engages and orients the reader by seamlessly 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.	The author engages and orients 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.	The author orients the reader by setting out a problem, situation, or observation and its significance, establishing one point of view, or introducing a narrator or characters; create a flawed progression of experiences or events.	The author does not engage or orient the reader and does not set out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; there is no progression of experiences or events.	The text makes no attempt at engaging the reader.

W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
Many narrative techniques are used, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Narrative techniques are used, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	There are attempts at using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to attempt to develop experiences, events, and/or characters.	There are few attempts at using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to attempt to develop experiences, events, and/or characters.	There are no attempts at development.

W.11-12.3.C

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).

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The author uses a variety of techniques to sequence events so that they build on	The author uses a variety of techniques to sequence events so that they build on	The author uses some techniques to sequence events so that they build on one another to	The author uses few or no techniques to sequence events so that they build on one another to	The text makes no attempt at creating a coherent whole and building a particular tone and outcome.

one another to create a seamless whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). This is done effortlessly.	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).	create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
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W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The author uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters. The author does this flawlessly.	The author uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters. There may be a few errors.	The author attempts to use precise words and phrases, telling details, or sensory language to convey a picture of the experiences, events, setting, and characters. There are some errors.	The author attempts to use words and phrases, telling details, or sensory language to convey a picture of the experiences, events, setting, and characters. There are many errors.	There is no evidence of precise words, details or imagery.

W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
The text thoughtfully concludes the narrative and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text adequately concludes the narrative and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text concludes the narrative and reflects on what is experienced, observed, or resolved over the course of the narrative.	The text makes little or no attempt to conclude the narrative or reflect on what is experienced, observed, or resolved over the course of the narrative.	The text makes no attempt at a concluding paragraph.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Produce multiple pieces of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce somewhat clear writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.	Produce writing in which the development, organization, and style are barely appropriate to task, purpose, and audience.	

CCSS.ELA-LITERACY.W.11-12.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Develop and strengthen writing multiple times 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.	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.	Develop writing by revision or planning.	Attempt to revise writing.	

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Conduct short as well as more sustained research projects to answer a self-	Conduct short as well as more sustained research projects to answer a question	Conduct short as well as more sustained research projects to answer a question or	Try to conduct a research project to answer a question or solve a problem.	

generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	solve a problem; synthesize sources on the subject, demonstrating limited understanding of the subject under investigation.		
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CCSS.ELA-LITERACY.W.11-12.8

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
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.	Gather relevant information from multiple 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.	Gather relevant information from few authoritative print and digital sources; 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.	Attempt to use sources, citations are incorrect.	

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Draw evidence from literary and informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Attempt to draw evidence from literary or informational texts to support analysis, reflection, or research.	Try to use evidence, may not be the best or applicable to the analysis, reflection, or research.	

Speaking and listening:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Participate silently in discussions, be disruptive, does not contribute.	

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
Come to discussions prepared having read and researched multiple pieces of material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned, exchange of ideas.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions prepared having read and researched some material under study; draw on that preparation by referring to evidence once or twice from texts and other research on the topic or issue to stimulate an exchange of ideas.	Come to discussions unprepared.	

CCSS.ELA-LITERACY.SL.11-12.1.C

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) -0
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. Do this without teacher interference.	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.	Propel conversations by responding to questions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Choose to not participate in discussions.	

CCSS.ELA-LITERACY.SL.11-12.2

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
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. Do this without teacher interference.	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.	Integrate some sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make decisions or solve problems.	Try to use information to make choices or solve problems.	

CCSS.ELA-LITERACY.SL.11-12.4

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.

Exceeds – 4	Meets – 3	Approaching – 2	Below – 1	NYT (No evidence) - 0
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. Do this multiple times.	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.	Present information, conveying a clear and perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience.	Present information, in an unorganized manner that may be hard to follow.	

Conventions of Standard English:

2- meets

1-approaching/below

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CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.