Standard:	Evidence/Inferen : draw conclusion, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text				
0	**1**	**2**	**3**	**4**	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student can:	The student can:	The student can:	The student can:	
	perform 2.0 and 3.0 expectations with help	demonstrate how to use personal schema when evaluating a picture, passage,	Draw conclusions from a grade level text and support with explicit and implicit evidence	Draw multiple conclusions from complex text	
		Distinguish between explicit and implicit information	Make inferences and cite several pieces of textual evidence as support	Identify explicit and implicit evidence as support	
		Recognize text-based clues; attend to relevant information	Interpret visual elements of a text	Make inferences based on complex text	
		Interpret the visual elements of a text		Cite several pieces of textual evidence support	
		Understand an inference is made by using background knowledge or schema +information from the text			
		Draw conclusions from the visual elements of a text			
		Make connections and begin to draw conclusions based on multiple inferences			
		Reference textual evidence to support a conclusion			
		Understand that inferences are put together to draw a conclusion (inference +inference + inference = drawing a conclusion)			
		Understand how various text features impact the meaning of the text			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Word Meaning: determine meaning of words and phrases as they are used in the text, including figurative and connotative language meanings using context, affixes or reference materials.				
0	**1**	**2**	**3**	**4**	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The student can:**	**The student can:**	**The student can:**	**The student can:**	
	perform 2.0 and 3.0 expectations with help.	Define figurative language	Determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials	Using complex/above grade level text, determine meaning of words and phrases as used in the text.	
		Understand the differences between literal and non-literal language	Determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials	Using complex/above grade level text, determine the meaning of figurative and connotative meanings using context.	
		Understand the purpose for the author's use of figurative and connotative language	Determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials		
		Identify figurative language			
		Recognize affixes and their meanings			
		Understand the various reference materials which may be used to identify word meaning and how to use these reference materials			

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard:	Theme/Claim: determine the theme(s)/central idea of a text and cite evidence of its development			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The student can:**	**The student can:**	**The student can:**	**The student can:**
	perform 2.0 and 3.0 expectations with help.	Determine importance of theme	Determine the theme(s) of a text	Determine the theme(s) of a complex text
		Understand which information is irrelevant or unnecessary	Cite text evidence to support the de	Cite text evidence to support the development of the theme(s)
		Identify the differences between main idea and theme	Summarize a text	Summarize a complex text
		Identify a theme of an explicit text from a list of choices		
		Understand that most pieces of literature have several possible themes		
		Analyze multiple pieces of evidence/events to determine a theme		
		Identify implicit recurring patterns, characters, or events in a story to try and determine theme		
		Identify explicit patterns of characters, conflicts or events in a story to try and determine theme		
		Use schema to determine author's message		

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Point of View: explain how an author develops the point of view of the narrator or speaker in a literary text - explain how an author's point of view or purpose is conveyed in an informational text					
0	1	2	3	4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The student can:** perform 2.0 and 3.0 expectations with help	**The student can:** Identify the elements of a story	**The student can:** Explain how an author develops the narrator or speaker's point of view (perspective) in a text	**The student can:** Use complex/above grade level text to explain how an author develops the point of view of a narrator or speaker in a text		
		Understand the difference between a character and a narrator (and that they might be the same)				
		Describe how a narrator or speaker's point of view (perspective) influences events				
		Identify the difference between when a narrator is narrating and when a character is speaking through dialogue				
		Understand the differences among the various points of view (first, second, third omniscient, third limited)				
		Explain how a story might be different if told from a different point of view or from a different character's perspective				

Exceeds Standard Expectati	4
Meets Standard Expectation	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Craft and Meaning: analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning				
0	**1**	**2**	**3**	**4**	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The students can:**	**The students can:**	**The students can:**	**The students can:**	
	2.0 and 3.0 expectations with help.	Identify the elements of a story	Analyze how word choice contributes to meaning in a text	Analyze how specific word choice contribute to meaning in a complex text	
		Identify the importance of the author's word choice and how this word choice impacts the meaning	Analyze how figurative language contributes to meaning in a text	Analyze how specific word choices contribute to tone in a complex text	
		Understand the concept of tone and give examples (*Students often confuse the concepts of tone and mood)	Analyze how repetition of words or word sounds contribute to meaning in a text	Analyze how repetition of words or word sounds contribute to meaning in a complex text	
		Understand the purpose of figurative language use			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Interaction and Meaning: describe how a particular text's plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution Argument and Evidence: identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not					
0	1	2	3	4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The students can:** perform 2.0 and 3.0 expectations with help.	**The students can:** Identify and understand the elements of a plot	**The students can:** Describe how a particular text's plot unfolds in a series of episodes	**The students can:** Using complex/above grade level text, describe how a particular text's plot unfolds in a series of episodes		
		Compare and contrast two or more characters' actions and reactions	Describe how characters respond or change as the plot moves toward a resolution in a text	Using complex/above grade level text, describe how characters respond or change as the plot moves toward a resolution in a text		
		Identify a character's role in the development of a story				
		Analyze how a character changes throughout the story				
		Identify reasons a character changes				
		Identify words authors use to describe these changes				
		Recognize that a literary piece can be divided into episodes/scenes; Identify the various episodes (scenes) in a piece of writing				
		Use anchor charts to support student understanding				

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Relationships in Text: compare and contrast one author's presentation of events with that of another				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	**The students can:**	**The students can:**	**The student can:**	**The student can:**	
	perform 2.0 and 3.0 expectations with help.	Identify the benefits of reading more than one informational source on a given topic.	Compare one author's presentation of events with that of another.	Use complex/above grade level text to compare one author's presentation to another.	
		Recognize and identify the genre of each text being used.	Contrast one author's presentation of events with that of another.	Use complex/above grade level text to contrast one author's presentation to another.	
		Identify various informational text structures;recognize similarities and differences between the structures of two or more texts (how the texts are organized).			
		Identify the central ideas in each text			
		Identify the meaning of the words compare and contrast.			
		Understand that even if you are reading multiple texts about the same topic, they will likely contain different information based on the authors' perspectives and the information the authors choose to include.			

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Research: conduct research to answer a question drawing on several sources; integrate information gather relevant information from multiple print and digital resources							
0	1	2	3	4				
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		● Define and describe the following terms: quote, paraphrase, plagiarize.	● Conduct research to answer a question.	Locate and distinguish most relevant information to support central research ideas.				
		● Write an effective research question.	● Gather relevant information from multiple print and digital sources.	● Integrate the most relevant information from credible sources.				
		● Follow a research process to answer questions.	● Assess the credibility of each source.					
		● Describe parts of the Big 6 Research Process: https://bit.ly/3CupM9q.	● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.					
		● Understand what makes an online source credible (Timeliness, Relevancy, Author, Accuracy, Purpose).	● Use a standard citation system.					
		● Recognize that there are certain aspects of a source that must be identified (cited) when the source is used for research.	● Provide basic bibliography information for sources used.					
	● With assistance can perform at a level 2.0 and 3.0	● Give credit to the source by using a citation system Simple Citation Video: https://bit.ly/3PK0ozv.						
		● Select relevant resources, both literary and informational.						
		● Narrow the focus of their research if the subject is too broad.						
		● Know the difference between literary and informational sources.						

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Research: assess the credibility of sources and quote or paraphrase while avoiding plagiarism; provide basic bibliographic information for sources				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	● With assistance can perform at a level 2.0 and 3.0	● Define and describe the following terms: quote, paraphrase, plagiarize.	● Conduct research to answer a question.	● Locate and distinguish most relevant information to support central research ideas.	
		● Write an effective research question.	● Gather relevant information from multiple print and digital sources.	● Integrate the most relevant information from credible sources.	
		● Follow a research process to answer questions.	● Assess the credibility of each source.		
		● Describe parts of the Big 6 Research Process: https://bit.ly/3CupM9q.	● Quote or paraphrase the data and conclusions of others while avoiding plagiarism.		
		● Understand what makes an online source credible (Timeliness, Relevancy, Author, Accuracy, Purpose).	● Use a standard citation system.		
		● Recognize that there are certain aspects of a source that must be identified (cited) when the source is used for research.	● Provide basic bibliography information for sources used.		
		● Give credit to the source by using a citation system Simple Citation Video: https://bit.ly/3PK0ozv.			
		● Select relevant resources, both literary and informational.			
		● Narrow the focus of their research if the subject is too broad.			
		● Know the difference between literary and informational sources.			

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expected	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development: Follow a writing process to produce: Narrative writing, including poems about real or imagined experiences with clearly identified characters, well- structured event sequences, narrative techniques andrelevant descriptive details							
0	1	2	3	4				
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	There is little or no discernible plot or there may just be a series of events	There may be an inconsistent plot, and/or flaws may be evident	An evident plot helps to create a sense of unity and completeness though there may be minor flaws and some ideas may be loosely connected	An effective plot helps create a sense of unity and completeness				
	May be brief or there is little to no attempt to establish asetting, narrator and/or characters	Unevenly or minimally establishes a setting, develops narrator and/or characters	Adequately maintains setting, develops narrator/characters	Effectively establishes and maintains setting, develops narrator/characters				
	Few or no appropriate transitional strategies may be evident	Uneven use of appropriate transitional strategies and/or little variety	Adequate use of a variety oftransitional strategies to clarify the relationships between and among ideas	Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas				
	Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	Weak or uneven sequence of events	Adequate sequence of eventsfrom beginning to end	Natural, logical sequence ofevents from beginning to end				
	Opening and/or closure may be missing	Opening and closure, if present, are weak	Adequate opening and closurefor audience and purpose	Effective opening and closure for audience and purpose				

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development: Follow a writing process to produce: Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience	Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience	
	Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	Inconsistent use of transitional strategies and/or little variety	Consistent use of a variety oftransitional strategies to clarify the relationships between and among ideas	
	Effective introduction and conclusion	Adequate introduction and conclusion	Introduction or conclusion, if present, may be weak	Effective introduction and conclusion	
	Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	Adequate progression of ideas from beginning to end;adequate connections between and among ideas	Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Development: Follow a writing process to produce: Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Evidence (facts, details) from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied	Some evidence (facts. details) from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied	Adequate evidence (facts, details) from source materials is integrated and relevant, yet may be general	Comprehensive evidence (facts, details) from source materials is integrated, relevant and specific	
	Little or no reasons and evidence supported by little or no facts and details	Weak or uneven use of reasons and evidence that may or may not be supported by facts and details	Adequate reasons and evidence that are supported by facts and details	Logically ordered reasons and evidence that are supported by facts and details	
	Minimal, if any, use of elaborative techniques	Weak or uneven use of elaborative techniques	Adequate use of some elaborative techniques	Effective use of a variety of elaborative techniques	
	Vocabulary is limited or ineffective for the audience and purpose	Vocabulary use is uneven or somewhat ineffective for the audience and purpose	Vocabulary is generally appropriate for the audience and purpose	Vocabulary is clearly appropriate for the audience and purpose	
	Little or no evidence of appropriate style	Inconsistent or weak attempt to create appropriate style	Generally appropriate style is evident	Effective, appropriate style enhances content	

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expec	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Write with a clear and focused main idea (Ideas).		Demonstrate use of complex grade-appropriate general academic and domain- specific words and phrases.
		Add details and facts related to the topic (Ideas).		
		Introduce the topic appropriate to the task, purpose, and audience (Organization).		
		Conclude the topic appropriate to the task, purpose, and audience (Organization).		
	WIth help, the student can perform 2.0 and 3.0.		Introduce the topic appropriate to the task, purpose, and audience (organization).	
			Maintain a clear focus throughout the text appropriate to task, purpose, and audience (ideas).	
			Provide a conclusion that follows from the text appropriate to the task, purpose, and audience (organization).	

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	choose precise language and establish and maintain an appropriate and consistent style with complete sentences				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment			Revise to ensure precise language, syntax and style (word choice).	Demonstrate use of complex grade-appropriate general academic and domain- specific words and phrases.	
			Use complete sentences (sentence fluency).		
	WIth help, the student can perform 2.0 and 3.0.	Choose precise words (Word Choice).			

Exceeds Standard Expectati	4
Meets Standard Expectation	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Understand that a sentence is a complete thought that contains both a noun (subject) and a verb.	Demonstrate an adequate command of the conventions of standard English grammar.		
		Demonstrate a command of the conventions of standard English grammar.	Demonstrate an adequate command of the conventions of standard English usage.		
		Demonstrate a command of the conventions of standard English usage.	Demonstrate an adequate command of spelling.		
		Demonstrate a command of spelling.	Demonstrate an adequate command of punctuation.		
		Demonstrate a command of punctuation (end of sentence punctuation, commas, apostrophes, quotation marks, parentheses…).			
	With help, the student can perform 2.0 and 3.0.	Use reference materials such as the dictionary, anchor charts, and rubrics to edit writing.		Exhibit an extensive command of the conventions of standard English.	
				Edit other authors; writing for language conventions.	

Exceeds Standard Expectations	4
Meets Standard Expectations	3
Approaching Standard Expectations	2
Not Meeting Standard Expectations	1
No Evidence at this Time	0

Standard:	use transitions to clarify relationships, connect ideas and claims, and signal time shifts			
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Understand the purpose and effectiveness of transition words/phrases.	Use transitions to clarify relationships, connect ideas, and signal time shifts (organization).	Demonstrate a consistent and thorough ability to organize and develop writing.
		Arrange phrases and transitions to maintain a consistent style of writing (Organization).		Demonstrate use of complex grade-appropriate general academic and domain-specific words and phrases.
	WIth help, the student can perform 2.0 and 3.0.			

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expected	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Questioning: delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Answer basic comprehension questions about the presentation.	Delineate the speaker's argument and claims.	Delineate the speaker's argument and claims in complex texts.	
		Ask questions about what is stated in the presentation to gain additional information and clarification.	Pose and respond to specific questions with elaboration and detail.	Pose and respond to specific questions with elaboration and detail	
			Make comments that contribute to the topic, text, or issue under discussion.	Make thought-provoking comments that contribute to a topic, text, or issue under discussion.	

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:	Viewpoints of Others: Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing				
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Use a graphic organizer of key points to listen for main ideas and to summarize, etc.	Review the key ideas expressed by the speaker including those presented in diverse media.	Review the key ideas and supporting details expressed by the speaker in complex texts.	
		Recall key details from texts read aloud or from information presented orally or through other media.	Demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.	Demonstrate a thorough understanding of multiple perspectives through reflection and paraphrasing during collaboration.	
		Identify the speaker's point of view/perspective.			

Exceeds Standard Expectation	4
Meets Standard Expectation	3
Approaching Standard Expectation	2
Not Meeting Standard Expectation	1
No Evidence at this Time	0