

Achievement Indicators for Reading  
Grades 9-12

Reading Achievement Indicators Grades 9-12				
Content Standard <b>1.0</b> Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
1.12.3 Decode unknown words in text using structural analysis through <ul style="list-style-type: none"> <li>• base words</li> <li>• root words</li> <li>• suffixes</li> <li>• prefixes</li> <li>• syllables</li> <li>• compound words</li> </ul>	inability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words.  limited ability to decode words in text using spelling patterns, and/or syllables.	limited ability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words.  ability to decode words in text using spelling patterns.  limited ability to decode words in text using syllables.	ability to decode words in text using phonics and structural analysis.	ability to decode above grade level words in text using phonics and structural analysis.
1.12.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> <li>• homographs</li> <li>• homophones</li> <li>• syntax</li> <li>• parts of speech</li> <li>• synonyms</li> <li>• antonyms</li> </ul>	limited ability to comprehend vocabulary using synonyms, and /or antonyms.  inability to comprehend vocabulary using homographs, homophones, syntax, and/or parts of speech.	limited ability to comprehend and build vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.  ability to comprehend vocabulary using synonyms, and antonyms.	ability to comprehend, build, and extend vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.	ability to comprehend, build, and extend above grade level vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms.
Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> <li>• context clues</li> <li>• structural analysis</li> </ul>	inability to comprehend vocabulary using context clues and/or structural analysis.	limited ability to comprehend and build vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend vocabulary using context clues and/or structural analysis.	ability to comprehend, build, and extend above grade level vocabulary using context clues and/or structural analysis.
Apply alphabetic order to locate words in resources.	limited ability to alphabetize a given list of words.	limited ability to locate words in dictionaries, glossaries, and thesauruses.	ability to locate words in various resources.	ability to locate words in various resources.

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Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Use resources to find and/or confirm meaning of <ul style="list-style-type: none"> <li>• unknown words</li> <li>• word origins</li> <li>• Greek word roots</li> <li>• Latin word roots</li> </ul>	inability to use resources to find meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in above grade level text.
	inability to use resources to confirm meaning of unknown words encountered in text.	limited ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to confirm meaning of unknown words encountered in above grade level text.
	inability to use resources to find meaning of word origins.	limited ability to use resources to find meaning of word origins.	ability to use resources to find meaning of word origins.	ability to use resources to find meaning of above grade level word origins.
	inability to use resources to confirm meaning of word origins.	limited ability to use resources to confirm meaning of word origins.	ability to use resources to confirm meaning of word origins.	ability to use resources to confirm meaning of word origins.
	inability to use resources to find meaning of Greek word roots.	limited ability to use resources to find meaning of Greek word roots.	ability to use resources to find meaning of Greek word roots.	ability to use resources to find meaning of above grade level Greek word roots.
	inability to use resources to confirm meaning of Greek word roots.	limited ability to use resources to confirm meaning of Greek word roots.	ability to use resources to confirm meaning of Greek word roots.	ability to use resources to confirm meaning of Greek word roots.
	inability to use resources to find meaning of Latin word roots.	limited ability to use resources to find meaning of Latin word roots.	ability to use resources to find meaning of Latin word roots.	ability to use resources to find meaning of above grade level Latin word roots.
	inability to use resources to confirm meaning of Latin word roots.	limited ability to use resources to confirm meaning of Latin word roots.	ability to use resources to confirm meaning of Latin word roots.	ability to use resources to confirm meaning of Latin word roots.

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Content Standard <b>1.0</b> (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Content Benchmarks	Content Benchmarks	Content Benchmarks	Content Benchmarks
Evaluate authors' use of connotation and denotation in text.	<p>inability to evaluate authors' use of denotative meaning in text.</p> <p>inability to evaluate authors' use of connotative meaning in text.</p>	<p>limited ability to evaluate authors' use of denotative meaning in text.</p> <p>limited ability to evaluate authors' use of connotative meaning in text.</p>	<p>ability to evaluate authors' use of denotative meaning in text.</p> <p>ability to evaluate authors' use of connotative meaning in text.</p>	<p>ability to evaluate authors' use of denotative meaning in above grade level text.</p> <p>ability to evaluate authors' use of connotative meaning in above grade level text.</p>
Build vocabulary using <ul style="list-style-type: none"> <li>• pictures</li> <li>• symbols</li> </ul>	<p>limited ability to gain meaning from pictures.</p> <p>inability to gain meaning from symbols.</p>	<p>ability to gain meaning from pictures.</p> <p>limited ability to gain meaning from symbols.</p>	<p>ability to gain meaning from pictures and symbols.</p>	<p>ability to gain and generalize meaning using pictures and symbols.</p>
1.12.5 Apply knowledge of content specific vocabulary in text to build comprehension.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in above grade level text.
Read fluently aloud and/or silently with a focus on <ul style="list-style-type: none"> <li>• prosody</li> <li>• accuracy</li> <li>• automaticity</li> <li>• reading rate</li> </ul>	inability to read aloud with fluency.	limited ability to read aloud with fluency.	ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

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Content Standard <b>2.0</b> Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.12.1 Select before reading strategies appropriate to text and purpose <ul style="list-style-type: none"> <li>• preview text</li> <li>• access prior knowledge</li> <li>• build background knowledge</li> <li>• set purpose for reading</li> <li>• make predictions</li> <li>• determine reading rate</li> <li>• determine text type</li> </ul>	inability to use before reading strategies to aid comprehension.	limited ability to use before reading strategies to aid comprehension.  inability to select before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension.	ability to select appropriate before reading strategies to aid comprehension of above grade level text.
2.12.2 Select during reading strategies appropriate to text and purpose <ul style="list-style-type: none"> <li>• use self-correcting strategies</li> <li>• make, confirm, and revise predictions</li> <li>• understand and use key vocabulary</li> <li>• identify main idea and supporting details</li> <li>• make inferences</li> <li>• adjust reading rate</li> <li>• apply knowledge of text type</li> </ul>	limited ability to use during reading strategies to make predictions.  inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension of above grade level text.

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Content Standard <b>2.0</b> (continued)				
Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
2.12.3 Select after reading strategies appropriate to text and purpose <ul style="list-style-type: none"> <li>• recall details</li> <li>• restate main ideas</li> <li>• organize information</li> <li>• record information</li> <li>• synthesize text</li> <li>• evaluate text</li> <li>• evaluate the effectiveness of reading strategies</li> </ul>	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension of above grade level text.

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Content Standard <b>3.0</b> Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.12.1 Analyze <ul style="list-style-type: none"> <li>• setting</li> </ul>	ability to identify setting.  inability to analyze setting.	ability to describe setting.  limited ability to analyze setting.	ability to analyze setting.	ability to analyze setting in above grade level text.
Analyze plot development with a focus on <ul style="list-style-type: none"> <li>• climax</li> <li>• resolution</li> <li>• turning point</li> </ul>	inability to analyze climax.  inability to analyze resolution.  inability to analyze turning point.	limited ability to analyze climax.  limited ability to analyze resolution.  limited ability to describe turning point.	ability to analyze climax.  ability to analyze resolution.  ability to analyze turning point.	ability to analyze climax in above grade level text.  ability to analyze resolution in above grade level text.  ability to analyze turning point in above grade level text.
Analyze plot development with a focus on <ul style="list-style-type: none"> <li>• exposition</li> <li>• rising action</li> <li>• falling action</li> </ul>	limited ability to identify important events in text.  inability to analyze the elements that signal exposition.  inability to analyze the elements that signal rising action.  inability to analyze the elements that signal falling action.	ability to identify important events in text.  limited ability to analyze the elements that signal exposition.  limited ability to analyze the elements that signal rising action.  limited ability to analyze the elements that signal falling action.	ability to describe important events in text.  ability to analyze the elements that signal exposition.  ability to analyze the elements that signal rising action.  ability to analyze the elements that signal falling action.	ability to describe important events in above grade level text.  ability to analyze the elements that signal exposition in above grade level text.  ability to analyze the elements that signal rising action in above grade level text.  ability to analyze the elements that signal falling action in above grade level text.
Describe internal and external conflict.	inability to describe external conflict.  inability to identify internal conflict.	limited ability to describe external conflict.  limited ability to identify internal conflict.	ability to describe external conflict.  ability to describe internal conflict.	ability to describe external conflict in above grade level text.  ability to describe internal conflict in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Describe main plot and subplots.  Analyze how one event may cause another event.  Analyze an author's use of flashback.  Analyze an author's use of foreshadowing.	limited ability to describe main plot.	limited ability to describe main plot.	ability to describe main plot.	ability to describe main plot in above grade level text.
	inability to describe subplots.	limited ability to describe subplots.	ability to describe subplots.	ability to describe subplots in above grade level text.
	inability to describe how one event may cause another event to occur.	limited ability to describe how one event may cause another event to occur.	ability to analyze how one event may cause another event to occur.	ability to analyze how one event may cause another event to occur in above grade level text.
	inability to identify flashback in text.  inability to analyze an author's use of flashback.	limited ability to identify flashback in text.  limited ability to analyze an author's use of flashback.	ability to identify flashback in text.  ability to analyze an author's use of flashback.	ability to identify flashback in above grade level text.  ability to analyze an author's use of flashback.
Make inferences and draw conclusions about setting and plot based on evidence.	inability to identify foreshadowing in text.  inability to analyze an author's use of foreshadowing.	limited ability to identify foreshadowing in text.  limited ability to analyze an author's use of foreshadowing.	ability to identify foreshadowing in text.  ability to analyze an author's use of foreshadowing.	ability to identify foreshadowing in above grade level text.  ability to analyze an author's use of foreshadowing.
	limited ability to make inferences about setting.	ability to make inferences about setting.	ability to make inferences about setting based on evidence.	ability to make inferences about setting based on evidence in above grade level text.
	inability to draw conclusions about setting.	limited ability to draw conclusions about setting.	ability to draw conclusions about setting based on evidence.	ability to draw conclusions about setting based on evidence in above grade level text.
	inability to make inferences about plot.  inability to draw conclusions about plot.	ability to make inferences about plot.  limited ability to draw conclusions about plot.	ability to make inferences about plot based on evidence.  ability to draw conclusions about plot based on evidence.	ability to make inferences about plot based on evidence in above grade level text.  ability to draw conclusions about plot based on evidence in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.12.2 Evaluate methods of characterization used by the author.	<p>inability to evaluate an author's use of characterization.</p> <p>inability to describe elements of characterization.</p> <p>limited ability to describe what a character looks like.</p> <p>limited ability to describe how a character acts.</p> <p>inability to use the vocabulary terms physical and personality traits.</p>	<p>limited ability to evaluate an author's use of characterization.</p> <p>limited ability to describe elements of characterization.</p> <p>limited ability to describe physical traits of characters.</p> <p>limited ability to evaluate personality traits of characters.</p> <p>limited ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to evaluate an author's use of characterization.</p> <p>ability to evaluate elements of characterization (e.g., description, what the character says, what others say/think about the character).</p> <p>ability to evaluate characters' physical traits.</p> <p>ability to evaluate characters' personality traits.</p> <p>ability to use the vocabulary terms physical and personality traits.</p>	<p>ability to evaluate an author's use of characterization in above grade level text.</p> <p>ability to evaluate elements of characterization in above grade level text.</p> <p>ability to compare characters' physical and personality traits (e.g., Venn-diagram, T-chart).</p> <p>ability to use the vocabulary terms physical and personality traits.</p>
Describe the motivation of a character's actions.	<p>limited ability to identify a character's actions.</p> <p>inability to describe the motivation of a character's actions.</p>	<p>ability to describe a character's actions.</p> <p>limited ability to identify the motivation of a character's actions.</p>	<p>ability to describe the motivation of a character's actions.</p>	<p>ability to describe the motivation of a character's actions in above grade level text.</p>

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Analyze author's development of characters.	<p>limited ability to identify the hero and villain of a text.</p> <p>inability to analyze the relationship among protagonists, antagonists, and supporting characters.</p> <p>inability to use the vocabulary terms protagonist and antagonist.</p> <p>inability to analyze author's development of characters.</p>	<p>ability to identify the hero and villain of a text.</p> <p>limited ability to analyze the relationship among protagonists, antagonists, and supporting characters.</p> <p>limited ability to use the vocabulary terms protagonist and antagonist.</p> <p>limited ability to analyze author's development of characters.</p>	<p>ability to identify the protagonist and antagonist.</p> <p>ability to analyze the relationship among protagonists, antagonists, and supporting characters.</p> <p>ability to use the vocabulary terms protagonist and antagonist.</p> <p>ability to analyze author's development of characters.</p>	<p>ability to identify the protagonist and antagonist in above grade level text.</p> <p>ability to analyze the relationship among protagonists, antagonists, and supporting characters in above grade level text.</p> <p>ability to use the vocabulary terms protagonist and antagonist.</p> <p>ability to analyze author's development of characters in above grade level text.</p>
Make inferences and draw conclusions about (a) character(s), based on evidence.	<p>ability to recall few details about a character from a text.</p> <p>limited ability to make inferences about a character.</p> <p>inability to draw conclusions about a character.</p>	<p>ability to recall few details about a character from a text.</p> <p>ability to make inferences about a character based on details in below grade level text.</p> <p>limited ability to draw conclusions about a character.</p>	<p>ability to recall few details about a character from a text.</p> <p>ability to make inferences about a character(s) based on evidence.</p> <p>ability to draw conclusions about a character(s) based on evidence.</p>	<p>ability to recall few details about a character from above grade level text.</p> <p>ability to make inferences about a character(s) based on evidence in above grade level text.</p> <p>ability to draw conclusions about a character(s) based on evidence in above grade level text.</p>
3.12.3 Analyze a theme based on evidence.	<p>inability to identify theme.</p>	<p>limited ability to analyze a theme.</p>	<p>ability to analyze a theme based on evidence.</p>	<p>ability to analyze a theme based on evidence in above grade level text.</p>
Compare themes generated by a single topic.	<p>inability to identify themes.</p>	<p>limited ability to identify themes when given a format.</p> <p>limited ability to compare themes generated by a single topic.</p>	<p>ability to identify themes when given a format.</p> <p>ability to compare themes generated by a single topic.</p>	<p>ability to compare themes generated by a single topic.</p>

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Explain a lesson learned based on events and/or a character's actions.	<p>limited ability to identify a character's actions.</p> <p>inability to identify a lesson based on events and/or a character's actions.</p>	<p>ability to identify a character's actions.</p> <p>limited ability to explain a lesson based on events and/or a character's actions.</p>	<p>ability to explain a lesson learned based on events and/or a character's actions.</p>	<p>ability to explain a lesson learned based on events and/or a character's actions in above grade level text.</p>
3.12.4 Evaluate the effect of an author's use of <ul style="list-style-type: none"> <li>• first person point of view</li> <li>• third person limited point of view</li> <li>• third person omniscient point of view</li> </ul>	<p>inability to evaluate an author's use of point of view.</p>	<p>limited ability to evaluate an author's use of point of view.</p>	<p>ability to evaluate an author's use of point of view.</p>	<p>ability to evaluate an author's use of point of view.</p>
Distinguish between third person limited and third person omniscient point of view.	<p>inability to distinguish between third person limited and third person omniscient point of view.</p>	<p>limited ability to distinguish between third person limited and third person omniscient point of view.</p>	<p>ability to distinguish between third person limited and third person omniscient point of view.</p>	<p>ability to distinguish between third person limited and third person omniscient point of view.</p>
3.12.5 Evaluate the use and purpose of <ul style="list-style-type: none"> <li>• imagery</li> <li>• figurative language</li> </ul>	<p>limited ability to identify imagery.</p> <p>limited ability to identify figurative language (e.g., similes, metaphors, personification).</p> <p>inability to evaluate the use of imagery.</p> <p>inability to evaluate the use of figurative language.</p>	<p>ability to imagery.</p> <p>ability to identify figurative language.</p> <p>limited ability to evaluate the use of imagery.</p> <p>limited ability to evaluate the use of figurative language.</p>	<p>ability to evaluate the use of imagery.</p> <p>ability to evaluate the use of figurative language.</p>	<p>ability to evaluate the use of imagery in above grade level text.</p> <p>ability to evaluate the use of figurative language in above grade level text.</p>

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify the effects of rhythm and rhyme on text.	ability to identify rhyme.  limited ability to identify rhythm.	ability to identify rhythm and rhyme.  limited ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme.  ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme in above grade level text.  ability to identify the effects of rhythm and rhyme in above grade level text.
Evaluate the use and purpose of <ul style="list-style-type: none"> <li>• sound devices</li> <li>• dialect</li> <li>• slang</li> <li>• formal language</li> <li>• informal language</li> </ul>	inability to evaluate the use of sound devices (e.g., alliteration).  inability to evaluate the use of dialect.  inability to evaluate the use of slang.  inability to evaluate the use of formal language.  inability to evaluate the use of informal language.	limited ability to evaluate the use of sound devices.  limited ability to evaluate the use of dialect.  limited ability to evaluate the use of slang.  limited ability to evaluate the use of formal language.  limited ability to evaluate the use of informal language.	ability to evaluate the use of sound devices.  ability to evaluate the use of dialect.  ability to evaluate the use of slang.  ability to evaluate the use of formal language.  ability to evaluate the use of informal language.	ability to evaluate the use of sound devices in above grade level text.  ability to evaluate the use of dialect.  ability to evaluate the use of slang.  ability to evaluate the use of formal language.  ability to evaluate the use of informal language.
3.12.6 Evaluate the use of stylistic devices to create tone and mood.	limited ability to determine overall tone.  inability to identify words and phrases that reveal tone.  limited ability to determine overall mood.  inability to analyze how words and phrases create mood.	ability to determine overall tone of text.  limited ability to explain the use of words and phrases that reveal tone.  ability to determine overall mood.  limited ability to analyze how words and phrases create mood.	ability to determine overall tone of text.  ability to explain the use of words and phrases that reveal tone.  ability to determine overall mood.  ability to analyze how words and phrases create mood.	ability to determine overall tone of above grade level text.  ability to explain the use of words and phrases that reveal tone in above grade level text.  ability to determine overall mood in above grade level text.  ability to analyze how words and phrases create mood in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Compare uses of stylistic devices to create mood.	inability to compare uses of stylistic devices.	limited ability to compare uses of stylistic devices.	ability to compare uses of stylistic devices to create mood.	ability to compare uses of stylistic devices to create mood in above grade level text.
Explain the use of irony.	inability to explain irony.	limited ability to explain irony.	ability to explain irony.	ability to analyze irony in above grade level text.
Analyze uses of various types of irony.	inability to identify types of irony.	limited ability to identify types of irony when given a format.	limited ability to identify types of irony.	ability to identify types of irony in above grade level text.
3.12.7 Analyze the influence of historical events and culture.	inability to identify text from different culture based on content.	limited ability to identify text from different cultures based on content.	ability to compare text from different cultures based on content.	ability to compare text from different cultures based on content in above grade level text.
Analyze the influence of historical events and culture on author's works.	limited ability to grasp the meaning of cultures based on content.  inability to analyze the influence of historical events based on content.	limited ability to grasp the meaning of cultures based on content.  limited ability to analyze the influence of historical events based on content.	ability to grasp the meaning of cultures based on content.  ability to analyze the influence of historical events based on content.	ability to grasp the meaning of cultures based on content. in above grade level text.  ability to analyze the influence of historical events based on content in above grade level text.
	inability to analyze the influence of cultures based on content.	limited ability to analyze the influence of cultures based on content.	ability to analyze the influence of cultures based on content.	ability to analyze the influence of cultures based on content in above grade level text.
	inability to analyze the influence of historical events on author's works.	limited ability to analyze the influence of historical events on author's works.	ability to analyze the influence of historical events on author's works.	ability to analyze the influence of historical events on author's works in above grade level text.
Analyze the influence of an author's work on historical events.	inability to analyze the influence of culture on author's works.  inability to analyze the influence of an author's work on historical events.	limited ability to analyze the influence of culture on author's works.  limited ability to analyze the influence of an author's work on historical events when given a format.	ability to analyze the influence of culture on author's works.  limited ability to analyze the influence of an author's work on historical events.	ability to analyze the influence of culture on author's works in above grade level text.  ability to analyze the influence of an author's work on historical events in above grade level text.

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Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
3.12.8 Make and revise predictions based on evidence.	limited ability to make predictions.  inability to revise predictions.	ability to make predictions.  limited ability to revise predictions.	ability to make predictions based on evidence.  ability to revise predictions based on evidence.	ability to make predictions based on evidence in above grade level text.  ability to revise predictions based on evidence in above grade level text.
3.12.9 Make connections to self, other text, and/or the world.	limited ability to make connections from text to self.  inability to make connections from text to other text, and/or the world.	ability to make connections from text to self.  limited ability to make connections from text to other text, and/or the world.	ability to make connections from text to self, other text, and/or the world.	ability to make connections from text to self, other text, and/or the world from above grade level text.
Use information to answer specific questions.	limited ability to identify intent of questions.  inability to use information to answer specific questions in text.	ability to identify intent of questions.  limited ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in above grade level text.
Summarize information.	inability to summarize information using a given format.	limited ability to summarize information.	ability to summarize information.	ability to summarize information from above grade level text.
Synthesize information.	inability to gain information from text.  inability to retell information.  inability to summarize information.  inability to organize information.	limited ability to synthesize information given a format.  limited ability to gain information from text.  limited ability to retell information.  limited ability to summarize information.  limited ability to organize information.	ability to synthesize information given a format.  ability to gain information from text.  ability to retell information.  ability to summarize information.  ability to organize information.	ability to synthesize information from above grade level text.  ability to gain information from above grade level text.  ability to retell information from above grade level text.  ability to summarize information from above grade level text.  ability to organize information from above grade level text.

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>3.0</b> (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Paraphrase information.	<p>ability to copy words from text.</p> <p>inability to demonstrate meaning from text using their own words.</p> <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p>	<p>limited ability to restate author's original ideas using their own words.</p> <p>limited ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information from below grade level text.</p> <p>limited ability to paraphrase information when given a format.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information.</p> <p>ability to paraphrase information.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from above grade level text using their own words.</p> <p>ability to identify essential information from above grade level text.</p> <p>ability to paraphrase information from above grade level text.</p>

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Content Standard <b>4.0</b> Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.12.1 Evaluate information from <ul style="list-style-type: none"> <li>• illustrations</li> <li>• graphs</li> <li>• charts</li> <li>• titles</li> <li>• text boxes</li> <li>• diagrams</li> <li>• headings</li> <li>• maps</li> </ul> Evaluate information from <ul style="list-style-type: none"> <li>• table of contents</li> <li>• glossaries</li> <li>• indices</li> </ul>	limited ability to gain information from illustrations, graphs, charts, and titles.  inability to gain information from text boxes, diagrams, headings, and maps.  inability to determine purpose of text features.  inability to gain information from a table of contents, glossaries, and indices.  inability to determine the purpose of a table of contents, glossaries, and indices.	limited ability to evaluate information from text features.          limited ability to determine purpose of text features.          limited ability to evaluate information from a table of contents, glossaries, and indices.          limited ability to determine the purpose of a table of contents, glossaries, and indices.	ability to evaluate information from text features.          ability to determine purpose of text features.          ability to evaluate information from a table of contents, glossaries, and indices.          ability to determine the purpose of a table of contents, glossaries, and indices.	ability to evaluate information from text features.          ability to determine purpose of text features.          ability to evaluate information from a table of contents, glossaries, and indices.          ability to determine the purpose of a table of contents, glossaries, and indices.
Identify and explain the use of <ul style="list-style-type: none"> <li>• bold-faced words</li> <li>• underlined words</li> <li>• highlighted words</li> <li>• italicized words</li> </ul>	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Identify and explain the use of <ul style="list-style-type: none"> <li>• abbreviations</li> <li>• acronyms</li> <li>• parenthetical expressions</li> </ul>	ability to identify abbreviations.  limited ability to identify acronyms.  inability to identify parenthetical expressions.  inability to explain the use of abbreviations.  inability to explain the use of acronyms.  inability to identify and explain the use of parenthetical expressions.	ability to identify abbreviations.  ability to identify acronyms.  limited ability to identify parenthetical expressions.  limited ability to explain the use of abbreviations.  limited ability to explain the use of acronyms.  limited ability to explain the use of parenthetical expressions.	ability to explain the use of abbreviations.  ability to explain the use of acronyms.  ability to explain the use of parenthetical expressions.	ability to explain the use of abbreviations in above grade level text.  ability to explain the use of acronyms in above grade level text.  ability to explain the use of parenthetical expressions in above grade level text.
4.12.2 Analyze the use of <ul style="list-style-type: none"> <li>• dialect</li> <li>• slang</li> <li>• idioms</li> <li>• informal and formal language</li> </ul>	inability to describe the use of dialect.  inability to describe the use of slang.  inability to describe the use of idioms.  inability to describe the use of formal language.  inability to describe the use of informal language.	limited ability to analyze the use of dialect.  limited ability to analyze the use of slang.  limited ability to analyze the use of idioms.  limited ability to analyze the use of formal language.  limited ability to analyze the use of informal language.	ability to analyze the use of dialect.  ability to analyze the use of slang.  ability to analyze the use of idioms.  ability to analyze the use of formal language.  ability to analyze the use of informal language.	ability to analyze the use of dialect in above grade level text.  ability to analyze the use of slang in above grade level text.  ability to analyze the use of idioms in above grade level text.  ability to analyze the use of formal language in above grade level text.  ability to analyze the use of informal language in above grade level text.

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Analyze the use of <ul style="list-style-type: none"> <li>• figurative language</li> <li>• analogies</li> </ul>	<p>limited ability to identify figurative language (e.g., similes, metaphors, personification).</p> <p>limited ability to determine meaning from simple analogies.</p>	<p>ability to identify figurative language.</p> <p>limited ability to explain the use of figurative language.</p> <p>limited ability to determine meaning from analogies.</p>	<p>ability to explain the use of figurative language.</p> <p>ability to analyze how analogies are used to compare an idea.</p>	<p>ability to analyze the use of figurative language in above grade level text.</p> <p>ability to analyze how analogies are used to compare an idea in above grade level text.</p>
Explain words and phrases that reveal an author's tone.	<p>limited ability to determine overall tone.</p> <p>inability to identify words and phrases that reveal tone.</p> <p>limited ability to determine overall mood.</p> <p>inability to analyze how words and phrases create mood.</p>	<p>ability to determine overall tone of text.</p> <p>limited ability to explain the use of words and phrases that reveal tone.</p> <p>ability to determine overall mood.</p> <p>limited ability to analyze how words and phrases create mood.</p>	<p>ability to determine overall tone of text.</p> <p>ability to explain the use of words and phrases that reveal tone.</p> <p>ability to determine overall mood.</p> <p>ability to analyze how words and phrases create mood.</p>	<p>ability to determine overall tone of above grade level text.</p> <p>ability to explain the use of words and phrases that reveal tone in above grade level text.</p> <p>ability to determine overall mood in above grade level text.</p> <p>ability to analyze how words and phrases create mood in above grade level text.</p>
Explain how language clarifies ideas and concepts.	<p>inability to explain how language clarifies ideas and concepts.</p>	<p>limited ability to explain how language clarifies ideas and concepts.</p>	<p>ability to explain how language clarifies ideas and concepts.</p>	<p>ability to analyze how language clarifies ideas and concepts in above grade level text.</p>

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> <li>• persuasion</li> <li>• propaganda</li> </ul>	<p>inability ability to identify words used to persuade.</p> <p>inability to identify words used in propaganda.</p> <p>inability to explain how language is used to create persuasion.</p> <p>inability to explain how language is used to create propaganda.</p>	<p>limited ability to identify words used to persuade.</p> <p>limited ability to identify words used in propaganda.</p> <p>limited ability to explain how language is used to create persuasion.</p> <p>limited ability to explain how language is used to create propaganda.</p>	<p>ability to identify words used to persuade.</p> <p>ability to identify words used in propaganda.</p> <p>ability to explain how language is used to create persuasion.</p> <p>ability to explain how language is used to create propaganda.</p>	<p>ability to identify words used to persuade in above grade level text.</p> <p>ability to identify words used in propaganda in above grade level text.</p> <p>ability to explain how language is used to create persuasion.</p> <p>ability to explain how language is used to create propaganda.</p>
<p>Describe how an author uses concrete examples to explain abstract ideas.</p>	<p>ability to identify concrete examples.</p> <p>limited ability to identify an abstract idea.</p> <p>inability to describe how an author uses concrete examples to explain abstract ideas.</p>	<p>ability to identify concrete examples.</p> <p>ability to identify an abstract idea when given a format.</p> <p>limited ability to describe how an author uses concrete examples to explain abstract ideas.</p>	<p>ability to identify concrete examples.</p> <p>ability to identify an abstract idea.</p> <p>ability to describe how an author uses concrete examples to explain abstract ideas.</p>	<p>ability to identify concrete examples in above grade level text.</p> <p>ability to identify an abstract idea in above grade level text.</p> <p>ability to describe how an author uses concrete examples to explain abstract ideas in above grade level text.</p>
<p>Evaluate intended and unintended effects of persuasive and/or propaganda techniques on various media.</p>	<p>inability to analyze intended and unintended effects of persuasive and/or propaganda techniques on an audience.</p> <p>inability to analyze unintended effects of persuasive and/or propaganda techniques on an audience.</p>	<p>limited ability to analyze intended effects of persuasive and/or propaganda techniques on an audience when given a format.</p> <p>inability to analyze unintended effects of persuasive and/or propaganda techniques on an audience when given a format.</p>	<p>limited ability to analyze intended effects of persuasive and/or propaganda techniques on an audience.</p> <p>limited ability to analyze unintended effects of persuasive and/or propaganda techniques on an audience.</p>	<p>ability to analyze intended effects of persuasive and/or propaganda techniques on an audience.</p> <p>ability to analyze unintended effects of persuasive and/or propaganda techniques on an audience.</p>

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.12.3 Analyze a theme based on evidence.	limited ability to identify main idea.  inability to analyze a theme.	ability to identify main idea.  limited ability to analyze a theme.	ability to identify main idea.  ability to analyze a theme based on evidence.	ability to identify main idea.  ability to analyze a theme based on evidence in above grade level text.
Compare themes generated by a single topic.	inability to compare themes.	limited ability to compare themes when given a format.	ability to compare themes generated by a single topic.	ability to compare themes generated by a single topic.
Evaluate the impact of sequential and/or chronological order.	limited ability to describe the impact of sequential and/or chronological order using a given format.	limited ability to evaluate the impact of sequential and/or chronological order.	ability to evaluate the impact of sequential and/or chronological order.	ability to evaluate the impact of sequential and/or chronological order in above grade level text.
Evaluate a cause and its effect on events and/or relationships.	inability to evaluate a cause and its effect on events and/or relationships.	limited ability to evaluate a cause and its effect on events and/or relationships.	ability to evaluate a cause and its effect on events and/or relationships.	ability to evaluate a cause and effect on events and/or relationships in above grade level text.
Evaluate a problem and its solution.	limited ability to identify a problem.  inability to evaluate the solution to the problem.	ability to evaluate a problem.  limited ability to evaluate the solution to the problem.	ability to evaluate a problem.  ability to evaluate the solution to the problem.	ability to evaluate a problem in above grade level text.  ability to evaluate the solution to the problem in above grade level text.
Describe main idea based on evidence.	inability to describe main idea.	limited ability to describe main idea.	ability to describe main idea based on evidence.	ability to describe main idea based on evidence in above grade level text.
Compare events.	inability to compare events using a given format.	limited ability to compare events using a given format.	ability to compare events.	ability to compare events in above grade level text.
Evaluate the author's use of organizational structure.	inability to identify organizational structures in text.	limited ability to identify organizational structures in text.  inability to explain the author's use of organizational structure.	ability to explain the author's use of organizational structure (e.g., fact/opinion, compare/contrast).	ability to explain the author's use of organizational structure in above grade level text.

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Evaluate the development of an author's argument, viewpoint, and/or perspective.	<p>limited ability to identify an argument presented in text.</p> <p>inability to identify an author's viewpoint.</p> <p>inability to identify an author's perspective.</p>	<p>ability to identify an argument presented in text.</p> <p>limited ability to analyze the development of an author's viewpoint.</p> <p>limited ability to analyze the development of an author's perspective.</p>	<p>ability to analyze the development of an author's argument.</p> <p>ability to analyze the development of an author's viewpoint.</p> <p>ability to analyze the development of an author's perspective.</p>	<p>ability to analyze the development of an author's argument in above grade level text.</p> <p>ability to analyze the development of an author's viewpoint in above grade level text.</p> <p>ability to analyze the development of an author's perspective in above grade level text.</p>
4.12.4 Make inferences about an author's culture and historical viewpoints.	<p>inability to identify point of view.</p> <p>inability to make inferences about an author's cultural viewpoints.</p> <p>inability to make inferences about an author's historical viewpoints.</p>	<p>limited ability to identify point of view.</p> <p>limited ability to make inferences about an author's cultural viewpoints.</p> <p>limited ability to make inferences about an author's historical viewpoints.</p>	<p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints.</p> <p>ability to make inferences about an author's historical viewpoints.</p>	<p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints in above grade level text.</p> <p>ability to make inferences about an author's historical viewpoints in above grade level text.</p>

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Evaluate the influence of historical events and culture.	<p>inability to grasp the meaning of historical events.</p> <p>inability to analyze the influence of historical events.</p> <p>inability to identify text from different culture based on content.</p> <p>inability to grasp the meaning of cultures based on content.</p> <p>inability to analyze the influence of culture.</p>	<p>limited ability to grasp the meaning of historical events.</p> <p>limited ability to analyze the influence of historical events.</p> <p>limited ability to identify text from different culture based on content.</p> <p>limited ability to grasp the meaning of cultures based on content.</p> <p>limited ability to analyze the influence of culture.</p>	<p>ability to grasp the meaning of historical events.</p> <p>ability to analyze the influence of historical events.</p> <p>ability to identify text from different culture based on content.</p> <p>ability to grasp the meaning of cultures based on content.</p> <p>ability to analyze the influence of culture.</p>	<p>ability to grasp the meaning of historical events in above grade level text.</p> <p>ability to analyze the influence of historical events in above grade level text.</p> <p>ability to identify text from different culture based on content in above grade level text.</p> <p>ability to grasp the meaning of cultures based on content in above grade level text.</p> <p>ability to analyze the influence of culture in above grade level text.</p>
Evaluate the influence of historical events and culture on author's work.	<p>inability to analyze the influence of historical events and culture on author's works.</p>	<p>limited ability to analyze the influence of historical events and culture on author's works.</p>	<p>ability to analyze the influence of historical events and culture on author's works.</p>	<p>ability to analyze the influence of historical events and culture on author's works in above grade level text.</p>
4.12.5 Make connections to self, other text, and/or the world.	<p>limited ability to make connections from text to self.</p> <p>inability to make connections from text to other text, and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text, and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Use information to answer specific questions.	limited ability to identify intent of questions.  inability to use information to answer specific questions in text.	ability to identify intent of questions.  limited ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in text.	ability to identify intent of questions.  ability to use information to answer specific questions in above grade level text.
Evaluate hypotheses based on information.	inability to develop hypotheses.	limited ability to develop hypotheses.	ability to evaluate hypotheses based on logical information.	ability to evaluate hypotheses based on logical information in above grade level text.
Summarize information.	inability to summarize information given a format.	limited ability to summarize information given a format.	ability to summarize information.	ability to summarize information from above grade level text.
Synthesize information.	inability to gain information from text.  inability to retell information.  inability to summarize information.  inability to organize information.	limited ability to synthesize information given a format.  limited ability to gain information from text.  limited ability to retell information.  limited ability to summarize information.  limited ability to organize information.	ability to synthesize information given a format.  ability to gain information from text.  ability to retell information.  ability to summarize information.  ability to organize information.	ability to synthesize information from above grade level text.  ability to gain information from above grade level text.  ability to retell information from above grade level text.  ability to summarize information from above grade level text.  ability to organize information in above grade level text.

Achievement Indicators for Reading  
Grades 9-12

Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Paraphrase information.	<p>ability to copy words from text.</p> <p>inability to demonstrate meaning from text using their own words.</p> <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p>	<p>limited ability to restate author's original ideas using their own words.</p> <p>limited ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information from below grade level text.</p> <p>limited ability to paraphrase information when given a format.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from text using their own words.</p> <p>ability to identify essential information.</p> <p>ability to paraphrase information.</p>	<p>ability to restate author's original ideas using their own words.</p> <p>ability to demonstrate meaning from above grade level text using their own words.</p> <p>ability to identify essential information from above grade level text.</p> <p>ability to paraphrase information from above grade level text.</p>
Synthesize information from two or more texts.	<p>inability to synthesize information.</p>	<p>limited ability to synthesize information.</p>	<p>ability to synthesize information from two or more texts.</p>	<p>ability to synthesize information from two or more above grade level texts.</p>
4.12.6 Make and revise predictions based on evidence.	<p>limited ability to make predictions.</p> <p>inability to revise predictions.</p>	<p>ability to make predictions.</p> <p>limited ability to revise predictions.</p>	<p>ability to make predictions based on evidence.</p> <p>ability to revise predictions based on evidence.</p>	<p>ability to make predictions based on evidence in above grade level text.</p> <p>ability to revise predictions based on evidence in above grade level text.</p>
Make inferences and draw conclusions based on evidence.	<p>limited ability to recall details from text.</p> <p>inability to make inferences.</p> <p>inability to draw conclusions.</p>	<p>ability to recall details from text.</p> <p>limited ability to make inferences.</p> <p>limited ability to draw conclusions.</p>	<p>ability to recall details from text.</p> <p>ability to make inferences based on evidence.</p> <p>ability to draw conclusions based on evidence.</p>	<p>ability to recall details from above grade level text.</p> <p>ability to make inferences based on evidence in above grade level text.</p> <p>ability to draw conclusions based on evidence in above grade level text.</p>

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Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Analyze the accuracy of facts.	inability to identify important facts.	limited ability to identify important facts.  limited ability to analyze the accuracy of facts.	ability to identify important facts.  ability to analyze the accuracy of facts.	ability to identify important facts in above grade level text.  ability to analyze the accuracy of facts in above grade level text.
Evaluate author's use of facts and/or opinions.	limited ability to identify facts.  inability to identify opinions.  inability to distinguish between fact and opinion in text.  inability to evaluate the author's use of facts and/or opinions.	ability to identify facts in below grade level texts.  limited ability to identify opinions.  limited ability to distinguish between fact and opinion in text.  limited ability to evaluate the author's use of facts and/or opinions.	ability to identify facts.  ability to identify opinions.  ability to distinguish between fact and opinion.  ability to evaluate the author's use of facts and/or opinions.	ability to identify facts in above grade level text.  ability to identify opinions.  ability to distinguish between fact and opinion.  ability to evaluate the author's use of facts and/or opinions in above grade level text.
Evaluate reasonableness and adequacy of evidence.	inability to analyze reasonableness of evidence.  inability to analyze adequacy of evidence.	limited ability to analyze reasonableness of evidence.  limited ability to analyze adequacy of evidence.	ability to analyze reasonableness of evidence.  ability to analyze adequacy of evidence.	ability to analyze reasonableness of evidence in above grade level text.  ability to analyze adequacy of evidence in above grade level text.
Evaluate information from one source by referencing other sources.	inability to analyze information from one source by referencing other sources.	limited ability to analyze information from one source by referencing other sources.	ability to analyze information from one source by referencing other sources.	ability to analyze information from one source by referencing other sources.
Predict events and/or relationships if sequence is altered.	inability to predict events and/or relationships if sequence is altered.	limited ability to predict events and/or relationships if sequence is altered.	ability to predict events and/or relationships if sequence is altered.	ability to predict events and/or relationships if sequence is altered in above grade level text.
Predict events and/or relationships if chronological order is altered.	inability to predict events and/or relationships if chronological order is altered.	limited ability to predict events and/or relationships if chronological order is altered.	ability to predict events and/or relationships if chronological order is altered.	ability to predict events and/or relationships if chronological order is altered in above grade level text.

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Content Standard <b>4.0</b> (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
4.12.7 Read and follow directions to complete tasks or procedures.	inability to accurately read directions to complete tasks or procedures.  inability to gain meaning from directions to complete tasks or procedures.	limited ability to accurately read directions to complete tasks or procedures.  limited ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete tasks or procedures.  ability to gain meaning from directions to complete tasks or procedures.	ability to accurately read directions to complete complex tasks or procedures.  ability to gain meaning from directions to complete complex tasks or procedures.
Evaluate directions in completing tasks or procedures for <ul style="list-style-type: none"> <li>• clarity</li> <li>• format</li> <li>• technical vocabulary</li> <li>• text features</li> </ul>	inability to understand directions.	limited ability to evaluate directions for clarity.  limited ability to evaluate format of directions.  limited ability to evaluate use of technical vocabulary in directions.  limited ability to evaluate use of text features in directions.	ability to evaluate directions for clarity.  ability to evaluate format of directions.  ability to evaluate use of technical vocabulary in directions.  ability to evaluate use of text features in directions.	ability to evaluate directions for clarity.  ability to evaluate format of directions.  ability to evaluate use of technical vocabulary in directions.  ability to evaluate use of text features in directions.

Achievement Indicators for Writing  
Grades 9-12

Writing Achievement Indicators Grades 9-12				
Content Standard <b>5.0</b> Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.12.1 Use prewriting strategies to plan written work.	inability to use prewriting strategies to generate ideas.  inability to develop ideas.  inability to organize ideas.	limited or repetitive strategies to generate ideas.  minimal development of ideas.  ineffective organization in an attempt to accomplish tasks.  minimal or no understanding of organizational structures.	use of prewriting strategies from a variety of options including graphic organizers and brainstorming activities.  adequate development of ideas.  adequate organization of information in a satisfactory format.  use of various organizational structures.	use of appropriate prewriting strategies or brainstorming activities.  thoughtful, detailed development of ideas.  use of effective organization in a manner that frames carefully selected information.  understanding and manipulation for meaning of a variety of organizational formats.
Choose and narrow a topic to organize ideas.	inability to focus.	loss of focus through digressions or irrelevancies.	inclusion of minor digressions or irrelevancies that do not impede focus.	presentation of a strong, clear focus throughout.
Explore a topic to plan written work.	inability to develop ideas when selecting and narrowing a topic without peer or teacher assistance.	minimal brainstorming of ideas to select and narrow a topic to plan written work.	choosing and narrowing a topic to plan a written work.	independent narrowing and developing of a topic to plan a written work.

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>5.0</b> (continued)				
Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.12.2 Draft multiple paragraphs on a single topic that address <ul style="list-style-type: none"> <li>• audience</li> <li>• purpose</li> <li>• supporting details</li> <li>• introduction</li> <li>• conclusion</li> <li>• transitions</li> </ul>	inability to effectively begin writing.  inability to address audience.  inability to transfer ideas from any pre-writing.  drafts that fail to develop ideas.  inability to select or clearly present support.  drafts that fail to develop introduction and/or conclusion.  inability to use transitions making text hard to follow.	compositions that begin to present ideas with limited focus and limited relevant detail.  minimal ability to address audience using simplistic or immature word choice.  inability to transfer complete ideas from pre-writing.  minimal development of ideas.  minimal use of relative or non-repetitive supporting detail.  minimal development of introduction and/or conclusion.  transitions that interfere with understanding of text.	clear, detailed, and focused development of ideas.  drafts that address audience appropriately through word choice.  transference of ideas from pre-writing.  specific detail that develops ideas.  use of relevant details.  adequate introduction and conclusion.  transitions that work with text.	development of complex ideas in a sustained, clear and compelling manner.  effective adaptation of material to a specific audience using mature sustained word choice.  thoughtful development of ideas as they are transferred from pre-writing.  development of ideas with specificity and precision.  carefully select details to support complex ideas.  inviting introduction and satisfying conclusion.  transitions that add to the style of the work.

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.12.3 Revise drafts for <ul style="list-style-type: none"> <li>• organization</li> <li>• focused ideas</li> <li>• voice</li> <li>• audience</li> <li>• purpose</li> <li>• relevant details</li> <li>• word choice</li> <li>• sentence fluency</li> </ul>	<p>minimal revision.</p> <p>minimal revision for organization with no clear focus or relevant details.</p> <p>minimal awareness of or the need for change in voice, audience, purpose, or word choice.</p> <p>inability to recognize purpose of revision.</p> <p>inability to use criteria to revise.</p> <p>minimal change in sentence structures for added fluency.</p>	<p>minimal revision.</p> <p>minimal revision to improve organization.</p> <p>ideas that are beginning to focus, but are general.</p> <p>minimal revision for word choice.</p> <p>minimal revision for voice, purpose, and audience.</p> <p>minimal use of criteria to revise drafts.</p> <p>minimal revision to improve sentence structure to improve fluency.</p>	<p>adequate revision.</p> <p>improvement in organization.</p> <p>relevant, focused ideas and details.</p> <p>improvements in word choice that improves voice.</p> <p>awareness of audience and purpose.</p> <p>use of criteria (e.g., rubrics, peer and/or teacher feedback) to revise drafts.</p> <p>improvement in sentence structure and fluency.</p>	<p>independent revision that significantly improves writing.</p> <p>organizational structure that is appropriate to purpose.</p> <p>revision for relevant ideas and specific details.</p> <p>improved and enhanced word choice, sentence fluency and structure.</p> <p>compelling voice to engage the audience and personalize the purpose.</p> <p>ability to use of criteria to revise drafts.</p> <p>improvement in sentence structure and fluency to showcase purpose.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>5.12.4 Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> <li>• high frequency words</li> <li>• content words</li> </ul>	<p>inconsistent spelling errors that create misunderstanding and misreading situations.</p> <p>misunderstanding of even basic phonetic principles to spell words correctly.</p>	<p>inability to edit for simple high frequency words.</p> <p>errors that distract the reader and may distort meaning.</p> <p>reliance on spelling words phonetically.</p>	<p>editing for spelling of common words.</p> <p>minimal editing for correct spelling of high frequency words.</p> <p>some phonetic spelling.</p>	<p>editing for spelling errors of more difficult words.</p> <p>editing for correct spelling of difficult words.</p> <p>understanding of word components such as bases, prefixes, and suffixes to determine the correctness of difficult words.</p>
<p>Edit for correct capitalization.</p>	<p>misunderstanding of the purpose of editing.</p> <p>inability to edit for correct spelling, capitalization, and punctuation.</p>	<p>inability to edit writing effectively.</p> <p>minimal editing to correct spelling and capitalization errors.</p> <p>misunderstanding of correct sentence structure.</p>	<p>minimal editing for correct spelling on more difficult word patterns.</p> <p>editing for correct spelling of grade level words.</p> <p>editing with or without assistance.</p>	<p>editing for correct spelling of words from other content areas.</p> <p>editing for correct spelling of above grade level words.</p> <p>independent editing of writing.</p>
<p>Edit for correct use of</p> <ul style="list-style-type: none"> <li>• internal and external punctuation</li> </ul>		<p>inability to edit for multiple punctuation errors.</p>	<p>corrections of a range of general mechanic errors.</p> <p>corrections that may be superficial or deal only with obvious errors.</p> <p>errors may still exist that do not impede meaning or intention.</p>	<p>evidence of understanding of standard writing conventions.</p> <p>editing corrections that improve and enhance the final draft.</p> <p>editing for spelling, capitalization, and punctuation to improve quality of writing.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>5.0</b> (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
5.12.5 Edit for correct use of <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• subject/verb agreement</li> <li>• verb tenses</li> <li>• adverbs</li> <li>• clauses</li> <li>• phrases</li> <li>• pronoun/antecedent agreement</li> <li>• pronoun case</li> </ul>	inability to edit for grammar and usage.  need for peer and/or teacher assistance when editing.	minimal editing for grammar and usage.  possible need for peer and/or teacher assistance when editing.	editing for grammar and usage.  independent editing and the need of teacher assistance to find all errors.	editing for complex grammar and usage.  editing independently.
5.12.6 Edit sentence structure for <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• combining sentences</li> <li>• compound sentences</li> <li>• complex sentences</li> <li>• compound-complex sentences</li> </ul>	inability to properly structure sentences or use multiple structures.  lack of a sense of sentence structure.  lack of understanding of a complete sentence or knowledge of combining sentences correctly.	minimal editing for simple sentence structures.  minimal editing for correct sentence combining.  inability to edit for compound and/or complex structures.	editing for some sentence variations.  rudimentary manipulation of structures to vary writing.  editing for correctness of compound, complex , and compound-complex structures.	editing for multiple and varied sentence constructions.  varied sentence structures used consciously to manipulate the intent of writing.  editing for correctness of compound, complex, and compound-complex structures.



Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.12.1 Write essays and compositions with a focus on <ul style="list-style-type: none"> <li>• a topic sentence</li> <li>• supporting details</li> <li>• concluding statement</li> <li>• beginning, middle, and end</li> <li>• a thesis statement</li> <li>• transitions</li> </ul>	inability to write essays and compositions beyond rudimentary development.  inability to write introductory and/or concluding paragraphs.  inability to write topic sentences.  inability to write thesis statements.  inability to use supporting evidence and details.          inability to use transitions.	minimal ability to write essays and compositions.  development of introductory and/or concluding paragraphs.  minimal development of topic sentences.  minimal development of thesis statement.  minimal use of evidence to support thesis.   minimal use of facts or evidence that is vague or too general to provide support for thesis.    minimal use of transitions that do not impede meaning of the work.	adequate essays and compositions.  development of introductory and concluding paragraphs.  development of clear topic sentences.  development of clear thesis.  use of facts and details that support the topic sentences, topics, or thesis.  relevant details and evidence that are specific enough to support thesis.  minimal integration of writing techniques such as anecdote, summary, narration, critical analysis, and persuasion into an informative paper.  adequate use of transitions.	effective and properly developed essays and compositions.  engaging introductory and concluding paragraphs.  insight and knowledge of the topic.  development of thesis.  use of carefully selected details, facts, and quotations as complete evidence to support thesis.  integration of writing techniques such as anecdote, summary, narration, critical analysis, and persuasion.  transitions that skillfully weave ideas together.

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Write essays and compositions that use various organizational structures and stylistic devices.	inability to use any organizational structure and stylistic devices without significant assistance.	minimal use organizational structures and stylistic devices but may use word choice to focus on purpose of writing.	use of different organizational structures to focus and clarify purpose and use multiple stylistic devices.	ability to use various organizational structures to focus, and clarify purpose and use stylistic devices that effectively emphasize the thesis.
6.12.2 Write multiple paragraph papers about experiences and/or events that are appropriate to audience and purpose that include <ul style="list-style-type: none"> <li>• logical sequence</li> <li>• character</li> <li>• setting</li> <li>• plot</li> <li>• dialogue</li> <li>• figurative language</li> <li>• sensory details</li> </ul>	<p>inability to relate events in narratives and/or descriptions.</p> <p>unclear plot or sequence.</p> <p>incorrect use of dialogue.</p> <p>inability to produce lead, resolution, and/or ending.</p> <p>reliance on telling rather than showing details.</p> <p>inappropriate or no voice.</p> <p>inability to develop setting, characters, and events.</p> <p>inability to use figurative language and/or sensory details.</p>	<p>minimal connection of specific events in narratives to larger issues.</p> <p>poorly developed plot and/or sequence.</p> <p>minimal use of dialogue that is appropriate and enhances the narration or description.</p> <p>minimal ability to produce lead, resolution, and/or ending.</p> <p>more telling than showing descriptors.</p> <p>inability to make connection with reader through weak voice.</p> <p>minimal development of setting, characters, and events.</p> <p>minimal use of figurative language and/or sensory details.</p>	<p>connection to specific events to larger issues in writing narratives and/or descriptions.</p> <p>adequate development of plot and sequence.</p> <p>use of dialogue that reveals character.</p> <p>logical lead, resolution, and ending.</p> <p>showing details and descriptors.</p> <p>connection with reader using effective voice.</p> <p>development of setting, characters, and events.</p> <p>use of figurative language that goes with details and sensory details.</p>	<p>connection to specific events to larger issues in writing narratives and/or descriptions.</p> <p>development of plot in an engaging manner.</p> <p>dialogue that enhances character.</p> <p>use of details and enhanced physical description.</p> <p>lead, resolution, and ending.</p> <p>connection with reader through compelling voice.</p> <p>development of setting, characters and events.</p> <p>enriched narration through vivid and relevant, sensory details and figurative language.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.12.3 Write poetry.	<p>ability to write verse using given formats and rudimentary elements (e.g., figurative language, sound devices, structural elements, word choice) with peer and/or teacher assistance.</p> <p>verse that follows given models/poetic structures.</p> <p>minimal use of appropriate voice.</p> <p>tone that is inconsistent or inappropriate for the subject of the poem.</p>	<p>ability to compose poetry with peer and/or teacher assistance.</p> <p>minimal use of more than one format.</p> <p>poetry that is impersonal.</p> <p>limited ability to use poetic elements (e.g., figurative language, sound devices, structural elements, word choice).</p> <p>minimal use of appropriate voice and tone.</p>	<p>ability to compose simple poetry for various purposes, using a variety of genres and demonstrating some understanding of poetic elements (e.g., figurative language, sound devices, structural elements, word choice).</p> <p>verse that follows given models/poetic structures.</p> <p>voice and tone that are generally consistent and appropriate.</p>	<p>independent composition of more complex poetry.</p> <p>exploration of ideas and attempting a range of genres and poetic forms.</p> <p>fitting the format to the purpose and demonstrating a detailed understanding of poetic elements (e.g., figurative language, sound devices, structural elements, word choice).</p> <p>voice and tone are carefully developed and manipulated to support subject of the poem.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.12.4 Write literary analyses.	<p>inability to respond to literature with an analytic or critical stance.</p> <p>inability to understand the text.</p> <p>inability to use supporting evidence or detail.</p> <p>inability to use supporting quotations.</p> <p>limited understanding of text literary evidence.</p> <p>complete reliance on personal information.</p>	<p>minimal responses to literary elements with understanding of critical analysis.</p> <p>minimal use of supporting evidence and details.</p> <p>minimal use of supporting quotes.</p> <p>minimal understanding of the text and literary elements.</p> <p>responses on a personal level that may or may not provide some background knowledge.</p>	<p>understanding of the use of literary elements (e.g., imagery, language, themes, stylistic devices, and tone).</p> <p>selected examples and evidence to support response ideas.</p> <p>quotes from text to support ideas and details.</p> <p>a basic understanding of the text and literary elements.</p> <p>personal experience and background knowledge with some analysis of text.</p>	<p>in-depth, thoughtful understanding of literary elements and their purposes.</p> <p>clear, perceptive, and interactive reactions to text.</p> <p>an interpretive position that is supported by specific details and evidence.</p> <p>accurate details and effective quotations.</p> <p>extensive and insightful understanding of the text and literary elements.</p>
Summarize information.	<p>inability to summarize.</p> <p>inability to sequence.</p> <p>inability to distinguish main ideas.</p> <p>inability to use relevant details.</p> <p>copied information rather than paraphrased information.</p>	<p>summaries on a very basic level, including some main ideas.</p>	<p>summaries, but they may be very general and missing important details.</p>	<p>personal experiences and background knowledge that enhance the analysis process.</p> <p>ability to summarize.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.12.5 Write analyses of expository text that addresses effectiveness of the writing technique.	<p>inability to recognize even common or obvious techniques used by a writer of expository text.</p> <p>inability to identify and evaluate effectiveness of writing techniques without assistance.</p> <p>literal interpretation of text.</p> <p>misunderstanding of figurative devices such as irony.</p> <p>inability to use supporting evidence or documentation such as quotations from text.</p>	<p>understanding of some common and obvious techniques used by a writer of expository text.</p> <p>difficulty in explaining the effectiveness of writing techniques (e.g., student may recognize obvious sarcasm but miss more subtle examples of irony).</p> <p>minimal use of supporting quotes.</p> <p>minimal use of relevant evidence from the text with assistance.</p>	<p>identification of strengths and weaknesses in the technique used to write expository text.</p> <p>expression of the strengths and weakness in their own writing.</p> <p>analysis of expository text and techniques used to express the writer's point of view.</p> <p>effective quotes from text to support ideas and details.</p> <p>personal and/or background knowledge to extend understanding of text.</p>	<p>independent recognition of complex elements or subtle details used by the writer of expository text.</p> <p>independent thought and a clear explanation of details and subtleties in their own writing.</p> <p>analysis of expository text and the methods used by the writer to convey his thoughts.</p> <p>use of accurate and effective details and quotations.</p> <p>personal experience and/or background knowledge to insightfully explain the text.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>6.12.6 Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> <li>• a thesis statement</li> <li>• supporting evidence</li> <li>• relevant evidence</li> <li>• cause/effect structure</li> <li>• problem/solution structure</li> <li>• rhetorical strategies</li> </ul> <p>Write persuasive essays appropriate to audience and purpose.</p>	<p>minimal ability to write persuasive essays or editorials, but work does not contain a thesis statement and/or supporting arguments.</p> <p>misunderstanding of the thesis using inaccurate details, reasons, and examples which do not support the argument.</p> <p>inability to address reader concerns and/or counter arguments.</p> <p>position based on emotional response to the topic.</p> <p>misunderstanding of various organizational structures.</p> <p>inability to use persuasive and/or rhetorical strategies.</p> <p>inability to address audience and purpose.</p>	<p>minimal ability to write persuasive essays or editorials that contain effective thesis statements and/or arguments.</p> <p>minimal presentation of arguments related to thesis using details, reasons and examples which support the argument.</p> <p>minimal ability to address of reader concerns and/or counter arguments.</p> <p>position based on simple but rational response to the topic rather than emotional.</p> <p>minimal use of basic organizational structures.</p> <p>minimal use of basic persuasive or rhetorical strategies.</p> <p>inability to address audience and purpose.</p>	<p>persuasive essays or editorials that state a thesis and organize supporting details, reasons, and examples.</p> <p>presentation of arguments related to the thesis using details, reasons, and examples that support the argument.</p> <p>ability to address reader concerns and/or counter arguments.</p> <p>position based on rational response to the topic rather than emotional.</p> <p>use of various organizational structures.</p> <p>use of persuasive and rhetorical strategies.</p> <p>awareness of audience and purpose.</p>	<p>persuasive essays or editorials that fully develop arguments and acknowledge and refute counter-arguments.</p> <p>presentation of arguments related to the thesis using details, reasons, and examples that support the argument.</p> <p>ability to address reader concerns and/or arguments effectively.</p> <p>position based on rational response to the topic rather than emotional.</p> <p>use of various organizational structures.</p> <p>use of more difficult persuasive and rhetorical strategies.</p> <p>awareness audience and purpose.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
6.12.7 Write a variety of communications in appropriate formats.	<p>inability to write a variety of business and personal communications.</p> <p>inability to include appropriate information.</p> <p>inability to use a specified format.</p> <p>inability to address audience and purpose.</p> <p>inability to use charts, graphs, or other visuals, when appropriate.</p>	<p>minimal ability to create a variety of personal and business communications with necessary detail and clarity.</p> <p>incomplete or extraneous information which makes clear communication difficult.</p> <p>minimal use of appropriate formats to the purpose and task.</p> <p>inability to address format, audience, and/or purpose.</p> <p>minimal sequential instructions.</p> <p>minimal use of graphs, charts.</p>	<p>communication using a variety of personal and business formats with necessary detail and clarity.</p> <p>appropriate detail to make intentions clear.</p> <p>use of appropriate formats.</p> <p>organization and sequence.</p> <p>ability to target audience and purpose.</p> <p>ability to address format, audience, and/or purpose.</p> <p>use of graphs and charts that are accurate and visually relate important information.</p>	<p>communication within a systematic structure.</p> <p>language that is insightful, clear, and expressive.</p> <p>clear communication and necessary information.</p> <p>ability to use a specified format.</p> <p>organization and sequence.</p> <p>ability to address audience and purpose.</p> <p>ability to use graphs, illustrations, and charts that are accurate, relate important information, and visually enhance content.</p>



Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>6.12.9 Write research papers by</p> <ul style="list-style-type: none"> <li>• choosing and narrowing a research topic</li> <li>• locating and collecting information from primary and secondary resources</li> <li>• recording information</li> <li>• paraphrasing and summarizing information</li> <li>• organizing collected information</li> <li>• documenting source using</li> </ul>	<p>research papers that show rudimentary, if any development and ineffective style.</p> <p>inability to narrow or frame research topic.</p> <p>inability to include introductory and concluding paragraphs.</p> <p>inability to include topic sentences.</p> <p>inability to include thesis statement.</p> <p>inability to include supporting evidence.</p>	<p>research papers that are inadequately developed and ineffectively written.</p> <p>missing or under-developed introductory and/or concluding paragraphs.</p> <p>missing or undeveloped topic sentences.</p> <p>undeveloped thesis statement.</p> <p>inability to support the thesis.</p> <p>use of facts or evidence that is vague or too general to support thesis.</p>	<p>research papers that are adequately developed and written.</p> <p>adequate introductory and concluding paragraphs.</p> <p>includes topic sentences.</p> <p>clear thesis.</p> <p>use of facts and details that support the topic sentences, topic, or thesis.</p> <p>use of details and evidence that are specific enough to support thesis.</p>	<p>research papers that are effectively written and properly developed.</p> <p>engaging introductory and concluding paragraphs.</p> <p>insight and knowledge of the topic.</p> <p>clearly and thoroughly developed thesis.</p> <p>carefully selected details, facts, quotations as complete evidence to support thesis.</p> <p>variety of primary and secondary sources, carefully evaluated for their validity and quality.</p>

Achievement Indicators for Writing  
Grades 9-12

Content Standard <b>6.0</b> (continued)				
Students write a variety of texts to inform, persuade, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Evaluate credibility of resources.	inability to use sources or shows lack of understanding of credible sources.	use of insufficient number of sources, and/or provides poor or inappropriate sources.	use of information from a variety of primary and secondary sources.	a topic that guides the number of resources needed beyond the expected requirement.
	reliance on evidence based on opinion and conjecture.	inability to integrate sources.	adequately integrated sources.	carefully integrated sources.
	inability to use acceptable format.	numerous violations of style manual specifications.	format of a specified style manual	format of a specified style manual.
		copied information without acknowledging sources.	limited integration of writing techniques such as anecdote, summary, narration, critical analysis, and persuasion.	effective integration of writing techniques such as anecdote, summary, narration, critical analysis, and persuasion.
Show an understanding of the difference between original and plagiarized works.	text is copied verbatim.	attempts to paraphrase but most written work is still copied verbatim.	occasional evaluation of validity of sources.	correct paraphrasing.
	inability to differentiate between original and plagiarized work.	minimal understanding of the difference between original and plagiarized work.	occasional correct paraphrasing.	
			understanding of the difference between original and plagiarized work.	understanding of the consequences of plagiarism.

Achievement Indicators for Listening and Speaking  
Grades 9-12

Listening and Speaking Achievement Indicators Grades 9-12				
Content Standard 7.0				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>7.12.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> <li>• gaining information</li> <li>• being entertained</li> <li>• understanding directions</li> </ul> <p>Listen for and identify</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• mood</li> <li>• purpose</li> <li>• messages</li> <li>• tone</li> <li>• persuasive techniques</li> </ul> <p>Listen for and distinguish fact from opinion.</p>	<p>limited ability to listen to spoken language to be entertained.</p> <p>inability to listen to spoken language to gain information or understand directions.</p> <p>inability to listen to spoken language and identify main idea, purpose, messages, and persuasive techniques.</p> <p>limited ability to listen to spoken language and identify mood and tone.</p> <p>inability to listen for and distinguish fact from opinion in spoken language.</p>	<p>ability to listen to spoken language to be entertained.</p> <p>limited ability to listen to spoken language to gain information or understand directions.</p> <p>limited ability to listen to spoken language and identify main idea, mood, purpose, messages, and tone.</p> <p>limited ability to listen for and distinguish fact from opinion in spoken language.</p>	<p>ability to listen to spoken language for a variety of purposes including gaining information, being entertained, and understanding directions.</p> <p>ability to listen to spoken language and identify, main idea, mood, purpose, messages, tone, and persuasive techniques.</p> <p>ability to listen to spoken language and distinguish fact from opinion.</p>	<p>ability to listen to complex and subtle spoken language for a variety of purposes including gaining information, being entertained, and understanding directions and applying them.</p> <p>ability to listen to spoken language and identify and understand the intent of main idea, mood, messages, tone, and persuasive techniques.</p> <p>ability to listen to spoken language and detect and explain subtle uses of fact and opinion.</p>

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>7.0</b> (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Listen for and summarize ideas and supporting details.	limited ability to listen to spoken language and recognize and isolate main idea.	ability to listen to spoken language and recognize and isolate main idea.	ability to listen to spoken language and summarize the ideas and supporting details.	ability to listen to spoken language, including more complex information, and provide a concise summary of ideas and supporting details.
Listen for and evaluate the effect of the speaker's attitude on audience.	limited ability to listen to spoken language and summarize main idea and provide supporting details.	limited ability to listen to spoken language and summarize the ideas and supporting details.	ability to listen to spoken language and recognize and evaluate the effect(s) of the speaker's attitude on the audience.	ability to listen to spoken language and recognize and evaluate bias and the more subtle effect(s) of a speaker's attitude on the audience.
7.12.2 Listen to and evaluate oral communications for <ul style="list-style-type: none"> <li>• content</li> <li>• delivery</li> <li>• point of view</li> <li>• ideas</li> <li>• purpose</li> <li>• value</li> </ul>	inability to listen to spoken language and discern the effect(s) of the speaker's attitude on the audience.	limited ability to listen to spoken language and recognize more overt effect(s) of the speaker's attitude on the audience.	ability to listen to spoken language and evaluate the effect(s) of the speaker's attitude on the audience.	ability to listen to spoken language and recognize and evaluate the effect(s) of the speaker's attitude on the audience.
	ability to listen to oral communications and understand basic content and basic ideas.	ability to listen to oral communications and evaluate content, ideas and delivery.	ability to listen to and evaluate oral communications for content, delivery, point of view, ideas, purpose, and value.	ability to listen to oral communications and evaluate more complex and subtle uses of content delivery, including point of view, ideas, purpose, and value.
	limited ability to listen to oral communications and recognize and evaluate effects of delivery.	limited ability to listen to oral communications and evaluate point of view, purpose, and value.		
	inability to listen to oral communications and evaluate point of view, purpose, and value.			

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Listen for and evaluate the use of public speaking techniques.	inability to recognize the purposes of public speaking techniques and understand their effects on the listener.	ability to recognize public speaking techniques.  limited ability to evaluate the effects of these techniques on the listener.	ability to listen for and evaluate the effectiveness of public speaking techniques, which may include but are not limited to persuasive devices (e.g., tone of voice, intonation, body language, humor/sarcasm, articulation, development of argument, and use of atmosphere).	ability to listen for and evaluate the purpose and effectiveness of public speaking techniques.
Listen to and evaluate the logic of a speaker's argument(s).	inability to identify or understand the reasoning behind a speaker's argument(s).	limited ability to follow and explain the reasoning of a speaker's argument(s) or evaluate its effectiveness.	ability to recognize and evaluate the effectiveness of a speaker's reasoning, including fallacies. (e.g., red herring, <i>ad hominem</i> , <i>post hoc</i> , appeal to emotion)	ability to recognize, evaluate, and explain the effectiveness of the reasoning behind a speaker's argument(s).
Listen to and provide constructive feedback on oral communications.	ability to listen to oral communications.  inability to develop and verbalize constructive feedback for speaker/presenter.	ability to listen to oral communications.  limited ability to develop and verbalize constructive feedback for speaker/presenter.	ability to listen to oral communications and provide the presenter/speaker with constructive feedback, including effects on the listener.	ability to listen to oral communications and provide the presenter/speaker with detailed validation of strengths and suggestions for improvement.
7.12.3 Expand vocabulary through listening.	inability to absorb new words simply through listening and add those words to the listener's vocabulary.	limited ability to absorb new words simply through listening; listener may need multiple exposures and additional support to add words to his vocabulary.	ability to add new words to one's vocabulary through listening.	ability to make a conscious, concerted effort to add new words to one's vocabulary through listening; listener may need few exposures to new words to absorb them.

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>7.0</b> (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
7.12.4 Listen for and identify dialect and slang.	inability to identify the purpose of slang.	limited ability to identify the purpose of slang.	ability to identify the purpose of slang.	ability to explain the purpose of slang.
Listen for and identify the purpose of dialect.	inability to identify the purpose of dialect.	limited ability to identify the purpose of dialect.	ability to identify the purpose of dialect.	ability to explain the purpose of dialect.
Listen for and identify the use of formal and informal language.	inability to listen for and identify the use of formal language.	limited ability to listen for and identify the use of formal language.	ability to listen for and identify the use of formal language.	ability to listen for and explain the use of formal language.
Listen for and identify the use of informal language.	inability to listen for and identify the use of informal language.	limited ability to listen for and identify the use of informal language.	ability to listen for and identify the use of informal language.	ability to listen for and explain the use of informal language.
Listen for and distinguish between social and academic language.	limited ability to identify social language.	limited ability to listen for and distinguish between social and academic language.	ability to listen for and distinguish between social and academic language.	ability to listen for and explain the difference between the social and academic language.
Listen for and distinguish between social and academic language.	limited ability to identify academic language.			
7.12.5 Actively listen to oral communications.	ability to passively listen to oral communications.	limited ability to process information while listening.	ability to listen to and process information.	ability to listen to oral communications and reflect thoughtfully while listening.
Listen to and participate in conversations.	inability to process information while listening.			
Listen to and participate in conversations.	ability to listen in conversations.	limited ability to listen and contribute appropriately to conversations.	ability to listen and respond appropriately in conversations.	ability to listen and contribute to a conversation with carefully considered responses.
Listen to and participate in conversations.	inability to contribute appropriately to conversations			

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>7.0</b> (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
Listen to and evaluate constructive feedback.	limited ability to understand or appreciate constructive feedback.	limited ability to respond to or apply constructive feedback.	ability to listen to and evaluate constructive feedback.	ability to listen to, evaluate, and apply constructive feedback.
Provide constructive feedback.	inability to provide constructive feedback.	limited ability to provide constructive feedback, but feedback may be inappropriate or insufficient.	ability to provide constructive feedback.	ability to provide carefully considered, detailed feedback.
Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data.	<p>limited ability to focus attention to solve problems by identifying data when given a format.</p> <p>inability to focus attention to solve problems by synthesizing data.</p> <p>inability to focus attention to solve problems by evaluating data.</p>	<p>ability to focus attention to solve problems by identifying data when given a format.</p> <p>limited ability to focus attention to solve problems by synthesizing data when given a format.</p> <p>limited ability to focus attention to solve problems by evaluating data when given a format.</p>	<p>ability to focus attention to solve problems by identifying data.</p> <p>ability to focus attention to solve problems by synthesizing data.</p> <p>ability to focus attention to solve problems by evaluating data.</p>	<p>ability to focus attention to solve problems by identifying data.</p> <p>ability to focus attention to solve problems by synthesizing data.</p> <p>ability to focus attention to solve problems by evaluating data.</p>

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>8.0</b> Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>8.12.1 Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> <li>• clarity</li> <li>• technical vocabulary</li> </ul> <p>Ask questions to clarify directions.</p>	<p>limited ability to provide coherent directions so a listener can complete a task or procedure.</p> <p>inability to use technical vocabulary to assist understanding.</p> <p>inability to formulate or articulate questions to clarify directions.</p>	<p>limited ability to articulate clear directions to complete a task or procedure.</p> <p>limited ability to use technical vocabulary to produce directions to complete a task or procedure.</p> <p>limited ability to formulate and articulate questions to clarify directions.</p>	<p>ability to give clear directions to complete a task or procedure, using appropriate technical vocabulary.</p> <p>ability to formulate and articulate questions to clarify directions.</p>	<p>ability to give clear, detailed and organized directions to complete a task or procedure, using appropriate, carefully selected technical vocabulary.</p> <p>ability to formulate and articulate questions to clarify directions, including the ability to anticipate future questions.</p>
<p>8.12.2 Use precise language to describe and elicit</p> <ul style="list-style-type: none"> <li>• feelings</li> <li>• experiences</li> <li>• observations</li> <li>• ideas</li> </ul> <p>Apply Standard English to communicate ideas.</p>	<p>limited ability to effectively select language to describe feelings, experiences, observations, and ideas, but may have difficulty selecting language to elicit response from the listener.</p> <p>inability to consistently apply Standard English to communicate ideas.</p>	<p>limited ability to select precise language to describe feelings, experiences, observations, and ideas.</p> <p>limited ability to elicit intended response from the listener.</p> <p>limited ability to consistently apply Standard English to communicate ideas.</p>	<p>ability to select language that precisely describes feelings, experiences, observations, and ideas and elicits intended similar response from the listener.</p> <p>ability to consistently apply Standard English to communicate ideas.</p>	<p>ability to select precise, sophisticated language to describe a range of feelings, experiences, observations, and ideas and thoughtfully elicit specific intended response from the listener.</p> <p>ability to consistently apply Standard English to communicate ideas in a variety of situations.</p>

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>8.0</b> (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
<p>8.12.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> <li>• prosody</li> <li>• volume</li> <li>• eye contact</li> <li>• enunciation</li> <li>• posture</li> <li>• expressions</li> <li>• audience</li> <li>• purpose</li> </ul> <p>Communicate information by</p> <ul style="list-style-type: none"> <li>• maintaining a clear focus.</li> <li>• following a logical sequence</li> <li>• illustrating information with media aids</li> </ul> <p>Communicate statements that express an opinion.</p> <p>Defend a position applying logic and citing evidence.</p>	<p>inability to use public speaking techniques to deliver presentations, with inconsistent attention to appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience and purpose.</p> <p>inability to communicate information clearly and effectively because focus is unclear or inconsistent, sequencing is illogical, or media aids are not used for illustration.</p> <p>inability to communicate statements of opinion.</p> <p>inability to use logic to defend a position.</p> <p>limited ability to cite evidence to defend an opinion.</p>	<p>limited ability to use public speaking techniques to create effective presentations, with little attention to appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience and purpose.</p> <p>limited ability to communicate information clearly and effectively: focus may be unclear or inconsistent; sequencing may be illogical; media aids may be missing or inappropriate.</p> <p>limited ability to effectively communicate statements of opinion.</p> <p>limited ability to apply well-developed logic and cite appropriate evidence to defend an opinion.</p>	<p>ability to use public speaking techniques to create effective presentations, with appropriate attention to prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate information clearly and effectively by maintaining a clear focus, following a logical sequence, and illustrating information with media aids</p> <p>ability to clearly communicate statements of opinion.</p> <p>ability to apply logic and cite evidence to defend an opinion.</p>	<p>ability to carefully and purposefully select and use public speaking techniques to create effective presentations, with thoughtful attention to prosody, volume, eye contact, enunciation, posture, expressions, audience, and purpose.</p> <p>ability to communicate more complex, multipart information clearly and effectively by maintaining a clear focus, following a logical sequence, and illustrating information with media aids.</p> <p>ability to thoughtfully express carefully crafted statements of opinion through carefully chosen language.</p> <p>ability to apply well-developed logic and cite carefully selected evidence to support an opinion.</p>

Achievement Indicators for Listening and Speaking  
Grades 9-12

Content Standard <b>8.0</b> (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the <b>Emergent/Developing</b> level may indicate...	Work at the <b>Approaches</b> level may indicate...	Work at the <b>Meets</b> level demonstrates...	Work at the <b>Exceeds</b> level demonstrates...
8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data.	inability to participate in discussions to solve problems by identifying, synthesizing, and evaluating data.	limited ability to participate in discussions to solve problems by identifying, synthesizing and evaluating data; participation may be inconsistent or ideas may not be fully formulated.	ability to participate in discussions to solve problems by identifying, synthesizing, and evaluating data.	ability to take a leadership role in discussions to solve problems by identifying, synthesizing, and evaluating data.
Respond to questions with specific evidence in support of an opinion.	inability to provide specific evidence to support an opinion in response to a question.	limited ability to provide specific evidence to support an opinion in response to a question.	ability to provide specific evidence to support an opinion in response to a question.	ability to thoughtfully select evidence that clearly and effectively supports an opinion in response to a question.
Ask relevant questions to generate possible solutions to a problem.	inability to formulate and ask relevant questions to generate possible solutions to a problem.	limited ability to formulate and ask relevant questions to generate possible solutions to a problem.	ability to formulate and ask relevant questions to generate possible solutions to a problem.	ability to formulate and ask less obvious relevant questions to generate possible solutions to a problem.
Take a leadership role in conversations and discussions.	inability to take the lead in conversations and discussions.	ability to take the lead in conversations and discussions is inconsistent or ineffective.	ability to take a leadership role in conversations or discussions.	ability to frequently and effectively assume a leadership role in conversations or discussions.
Distinguish between relevant and irrelevant information.	inability to distinguish between relevant and irrelevant information.	limited ability to distinguish between relevant and irrelevant information.	ability to distinguish between relevant and irrelevant information.	ability to thoughtfully distinguish between relevant and irrelevant information in a range of situations.
Negotiate to arrive at consensus by proposing and examining possible options.	limited ability to propose and examine possible options in order to negotiate to arrive at consensus.	limited ability to propose and examine possible options in order to negotiate to arrive at consensus.	ability to propose and examine possible options in order to negotiate to arrive at consensus.	ability to initiate the proposal and examination of possible options in order to negotiate to arrive at consensus.