

7th Grade Language Arts

2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
 LANGUAGE ARTS
 SEVENTH GRADE ENGLISH (LA-07)

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
First Semester Objectives		
1	LA-07-02-02	WRITING: Respond to Literary Works Via SUTW (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-07-02-04	WRITING: Apply the Language of Poetry (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Second Semester Objectives		
3	LA-07-01-01	READING: Read Various Selected Works (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA-07-01-02	WRITING: Apply Literary Elements to Understand Literature (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA-07-02-01	WRITING: Grammar, Usage, Sentence Structure, SUTW (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA-07-02-03	READING: Write a Short Literary Work (Myth, Fable, Tale, Drama) (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA-07-02-05	WRITING: Multi-Media Projects (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA-07-03-01	SPEAKING: Participate in Classroom Discussions (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

Campbell County School District #1
Gillette, Wyoming
Language Arts - Grade 7

Seventh grade English incorporates all components of the Campbell County School District Language Arts program. This program includes the essentials of speaking, listening, reading, and writing. Skills in each of these areas will be taught focusing on the District exit outcomes, content standards, and benchmark correlations. Literature reading will include poetry, short stories, myths, fables, legends, novels, drama, and nonfiction. The writing process and Step-Up-to-Writing will be included in the teaching of composition as well as spelling, grammar, capitalization, and punctuation.

Textbook/Resources: Timeless Voices, Timeless Themes - Bronze Level, Prentice Hall Literature; Writing and Grammar: Communication in Action - Bronze Level, Prentice Hall

LA-07-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA.07.01.01 Apply Comprehension Strategies to Read
- LA.07.01.02 Read and Interpret a Variety of Literary Genres
- LA.07.01.03 Understand Informational Texts
- LA.07.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.07.02.02 Write a Variety of Expressive/Expository Pieces
- LA.07.03.01 Use Effective Speaking Skills
- LA.07.03.02 Speak on Focused Topics w/Organization, Content
- LA.07.03.03 Use Note-Taking Strategies While Listening/Viewing
- LA.07.03.04 Present Reports and Demonstrations
- LA.07.03.05 Read Aloud Fluently, Accurately, Expressively
- LA.07.03.06 Incorporate Multi.Media When Appropriate
- LA.07.03.07 Speak and Listen in Small Group Situations

The students will read novels, short stories, poetry, drama, essays, and technical writing texts.

LA-07-01-01 - Read Various Selected Works (Objective)

C - Critical--Assessment Reporting Required

Students will read a variety of selections for pleasurable, informative, and thoughtful reading, and they will demonstrate independent reading.

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, internet websites, brochures, and other explanatory text) and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, biographies, public documents, print news media, internet website interviews, scientific explanations, historical and political analyses) to understand a text's major points and supporting details, to understand the text's organization and how that organization serves the writer's purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays) to recognize and understand an author's development of point of view, theme, metaphor, and inferential interpretation as basic story elements; and they will read to understand how

the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Each student may produce a spreadsheet containing:

<ul style="list-style-type: none">• grade level of student• date• title	<ul style="list-style-type: none">• author• number of pages• Other info required by teacher, such as Lexile score
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The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read a variety of selections for pleasure, information, and thoughtful reading. You will also demonstrate independent reading and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Read Selected Works rubric

LA-07-01-02 - Apply Literary Elements to Understand Literature (Objective)

C - Critical--Assessment Reporting Required

The students will understand and apply literary elements, such as antagonist, characterization, genre, mood, plot, point of view, protagonist, setting, theme, etc., in their writing which may include:

<ul style="list-style-type: none">• video tape• audio tape• writing• game• book report	<ul style="list-style-type: none">• speech/presentation• brochure• journal• portfolio• or other appropriate products
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Common Directions:

Students, you will understand and apply literary elements such as antagonist, characterization, genre, mood, plot, point of view, protagonist, setting, theme, etc. in your writing.

Common Rubric: Apply Literary Elements to Understand Literature rubric

LA-07-01-03 - Expand Vocabulary by Various Methods (Objective)

S - Supporting

The students will expand vocabulary of grade- and/or content-appropriate words through context clues, footnotes, definitions, and applications using the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms.

- Comparing terms

- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions of nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms.

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

LA-07-01-04 - Understand Myths, Fables, and Tales (Objective)

S - Supporting

The students will demonstrate their knowledge and understanding of myths (legends), fables, and tales.

LA-07-01-05 - Read Aloud Part in a Play (Objective)

S - Supporting

The students will read aloud a part in a dramatic presentation.

LA-07-01-06 - Make Inferences/Draw Conclusions (Objective)

S - Supporting

The students will practice making inferences and will draw conclusions from a reading.

LA-07-01-07 - Recognize Influence of Myths and Fables (Objective)

S - Supporting

The students will recognize how myths (legends) and fables influence today's world.

LA-07-01-08 -Understand Theme (Objective)

S - Supporting

The students will read to understand how theme is developed in a literary work.

LA-07-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

LA.07.01.01 Apply Comprehension Strategies to Read

LA.07.01.02 Read and Interpret a Variety of Literary Genres

LA.07.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish

LA.07.02.02 Write a Variety of Expressive/Expository Pieces

LA.07.03.05 Read Aloud Fluently, Accurately, Expressively

The students will write paragraphs; business and personal letters; essays; a myth, tale, fable or drama; and a short literary work using the writing process and Step Up to Writing strategies.

They will review grammar, spelling, usage, and sentence structure rules and will use them properly in all pieces of writing.

LA-07-02-01 - Grammar/Usage/Sentence Structure; Step Up to Writing Foundation Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate knowledge of correct and effective grammar/usage/mechanics, Step Up to Writing strategies, and sentence structure in their own writing.

Backward Mapping - USAGE:

Students will demonstrate mastery in using the right word (homonyms/near-misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- accept (to agree or take what is offered)

- except (leaving out or excluding)
- assistance (help)
- assistants (those who help)
- attendance (presence)
- attendants (escorts)
- ball (round object)
- bawl (cry)
- been (past participle of be)
- bin (box)
- bread (food)
- bred (cultivated)
- but (except)
- butt (end)
- cheap (inexpensive)
- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)

- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

Backward Mapping: COMMAS

The learners will practice the use of commas through individual writing, proofreading, and the seven-trait conventions rubric:

- Series
- Dialogue
- Direct address
- Interjections
- Numbers
- Interruptions
- Appositives
- Adjectives
- Clauses, phrases
- Dates and addresses
- Two independent clauses
- Clarity and emphasis
- Introductory phrases, clauses
- Enclose information
- Enclose titles or initials
- Letter writing: greeting, closing

Backward Mapping: CAPITALIZATION

The learners will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following would be practiced and emphasized in all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies:

- Sentences in parenthesis
- Sentences following colons
- Organization names
- Titles of courses of study
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions
- Days of the week, months, holidays, holy days
- Periods, events in history, special events
- Political parties

- Official documents
- Trade names
- Official titles, state nicknames

Backward Mapping: Step Up to Writing Foundation

The learners will demonstrate a knowledge of correct and effective Step Up to Writing skills appropriate to grade level. The following will be practiced and emphasized in all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of Step Up to Writing competencies. Results may be garnered through various writing activities.

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Introductions and conclusions
- Master these topic sentences:
 - Occasional position #1
 - Power (number) #2
 - However #3
 - And, But, and Or statements #4
 - Preposition #5

Note: See pp 376-380 in this booklet for SUTW topic sentence information.

Backward Mapping: SENTENCE STRUCTURE

The students will demonstrate knowledge of correct and effective sentence structure:

- Determine proper use of commas with phrases/clauses
- Use connectors and transitional words appropriately
- Use and punctuate dialogue in text
- Vary sentence length
- Review complete sentences, sentence combining, run-ons, and fragments
- Compose varied sentence beginnings
- Compose combined sentences using a semicolon
- Identify sentences as declarative, imperative, interrogative, and exclamatory; use appropriate end punctuation.
- Master Step Up to Writing topic sentences - see above in “Step Up to Writing Foundation” section.

Common Directions: Students, you will demonstrate knowledge of correct and effective grammar/usage/mechanics, Step Up to Writing strategies, and sentence structure in your own writing.

Common Rubric: Grammar, Usage, Sentence Structure rubric

LA-07-02-02 - Respond to Literary Works With Step Up to Writing (Objective)

C - Critical--Assessment Reporting Required

Using Step Up to Writing foundation, students will respond to literary works writing a variety of expressive and expository pieces throughout the year. The students will:

- use the Step-Up-to-Writing process and strategies
- revise by adding, deleting, substituting, or rearranging
- proofread/rewrite
- do problem-solution essays, respond to literary works, and write other expressive and expository pieces.
- publish

Common Directions: Students, you will write a variety of expressive and expository pieces using Step Up to Writing foundations when responding to literature.

Common Rubric: 7 Trait rubric

LA-07-02-03 - Write a Short Literary Work (Myth, Tale, Fable, or Drama) (Objective)

C - Critical--Assessment Reporting Required

Through the writing of a short literary work (myth, tale, fable, or drama), the students will apply the elements of fiction:

• plot	• resolution
• conflict	• climax
• characterization	• setting

Common Directions: Students, you will write a short literary work that must include the elements of fiction.

Common Rubric: Write a Short Literary Work (Myth, Tale, Fable or Drama) rubric

LA-07-02-04 - Identify the Language of Poetry (Objective)

C - Critical--Assessment Reporting Required

The students will apply the language of poetry in their writing, which will include:

- figurative language (metaphors and similes) and imagery
- poetic devices (personification, alliteration, rhyme, rhythm, repetition)
- writing to demonstrate understanding of poetry

Common Directions: Students, you will apply the language of poetry in your writing.

Common Rubric: Identify/Understand the Language of Poetry rubric

LA-07-02-05 – Multi-Media Projects (Objective)

C - Critical--Assessment Reporting Required

Students will turn in at least one critical objective created by word processing on a computer and will utilize various other computer programs such as Inspiration, Excel, PowerPoint, iMovie, etc., to enhance at least one unit project.

Common Directions: Students, you will create at least one critical objective by use of word processing and use other computer programs such as Inspiration, Excel, PowerPoint, iMovie, etc. to enhance another project.

Common Rubric: Multi-Media Projects rubric

LA-07-02-06 - Characteristics of Drama (Objective)

S - Supporting

The students will demonstrate their knowledge of the characteristics of drama by writing a play.

LA-07-02-07 - Grammar Review (Objective)

S - Supporting

The students will review nouns, verbs, adjectives, adverbs, conjunctions, and prepositions and will demonstrate understanding in writing and when speaking.

LA-07-03 SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

LA.07.03.01 Use Effective Speaking Skills

LA.07.03.02 Speak on Focused Topics w/Organization, Content

LA.07.03.04 Present Reports and Demonstrations

LA.07.03.05 Read Aloud Fluently, Accurately, Expressively

LA.07.03.07 Speak and Listen in Small Group Situations

The student will speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

LA-07-03-01 - Participation in Classroom Discussions (Objective)

C - Critical--Assessment Reporting Required

The students will actively participate in classroom discussions. They will simultaneously listen receptively to the ideas of others.

Common Directions: Student, you will actively participate in classroom discussions and you will simultaneously listen receptively to the ideas of others.

Common Rubric: Participate in Classroom Discussion rubric

LA-07-03-02 - Oral Presentation (Objective)

S -Supporting

The students will participate by sharing through formal or informal speaking situations.

These could include sharing journal writings, presentations, creative writings, speeches, etc.

LA-07-03-03 - Identify the Three Parts of a Speech (Objective)

S - Supporting

The students will be able to apply the three parts of a speech:

- introduction
- body
- conclusion

LA-07-03-04 - Select Purpose of a Speech (Objective)

S - Supporting

The students will be able to select the purpose of a speech:

- to inform
- to persuade
- to entertain

LA-07-03-05 - Understand Poetry (Objective)

S - Supporting

Through discussions, students will demonstrate their understanding of a poem.

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Technology Project

Suggested 7th Grade LA Technology Project

Subject: Short Literary Work (short story, myth, tale, fable, drama)

CCSD Language Arts Objectives:

LA-07-05-01	Technology
LA-07-03-01	Oral Presentation
LA-07-01-04	Write a Short Literary Work
LA-07-02-01	Listening

State Standard and Benchmark Correlation:

LA.07.01.01	Apply comprehension strategies to reading
LA.07.01.02	Understand literary genres
LA.07.01.03	Understand informational texts
LA.07.02.01	Apply writing skills to intended audience
LA.07.02.02	Write a variety of expressive and expository pieces
LA.07.03.01	Use effective speaking skills
LA.07.03.02	Speak on focused topic
LA.07.03.03	Use note-taking strategies while listening/viewing
LA.07.03.04	Present reports and demonstrations
LA.07.03.06	Incorporate multi-media when appropriate
LA.07.03.07	Speak/listen in small group situations

Researching Information:

Use technology based resources to accumulate information.

Managing information:

Students will save research information on the building servers.
Students may use Inspiration as an organizational tool.

Presenting/Communicating Information:

Use Power Point to create a multimedia presentation.
Have students present and explain their projects.
Have students save their complete multimedia presentation to the building file servers.

Integrating Technology to Meet Performance Standards:

Have students demonstrate proficiency in meeting the state language arts objectives listed above.

Evaluation:

Evaluate the success of the lesson by using the technology rubric.

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7th

Grade

LANGUAGE ARTS

7th Grade – Writing: Grammar, Usage, Sentence Structure Rubric LA-07-02-01

The student will use grammar/usage/mechanics/sentence structure *Step Up to Writing* skills correctly in his/her writing.

<p style="text-align: center;">4</p>	<p>The student will understand and correctly apply proper grammar, usage, mechanics and sentence structure with fewer than 5 errors in writing assignments. The student will identify the subject and predicate of a compound sentence and a complete, simple sentence in writing. The student will understand and apply the elements of the parts of speech in all of his/her speaking and writing. The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Preposition #5)</p>
<p style="text-align: center;">3</p>	<p>The student will understand and apply proper grammar, usage, mechanics and sentence structure with fewer than 10 errors in writing assignments. The student will identify the subject and predicate of a compound sentence and complete, simple sentence in writing. The student will understand and apply the elements of the parts of speech a majority of the time in his/her speaking and writing. The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, Preposition #5)</p>
<p style="text-align: center;">2</p>	<p>The student will understand and apply proper grammar, usage, mechanics and sentence structure with fewer than 15 errors in writing assignments. The student may or may not be able to recognize a compound versus a simple sentence, but he/she can find the subject and the predicate in the sentence. The student will understand and apply the elements of the parts of speech in some of his/her speaking and writing. The student will be able to show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of the 5 SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Preposition#5)</p>
<p style="text-align: center;">1</p>	<p>The student will rarely understand and apply proper grammar, usage, mechanics and sentence structure. The student will often have more than 15 errors in writing assignments. The student doesn't properly apply the subject and predicate of the sentence and doesn't understand or apply the difference between compound and complex sentences. The student may not understand the different parts of speech or apply the elements of the parts of speech in his/her writing or speaking. The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Preposition #5)</p>

7th Grade – Writing: Write a Short Literary Work (Myth, Tale, Fable or Drama) Rubric – LA-07-02-03

Through the writing of a short literary work (myth, tale, fable, or drama), the student will include the elements of fiction: plot, conflict, characterization, resolution, climax, setting.

	4	3	2	1
Ideas & Content Include: Plot Conflict Characterization Resolution Climax Setting	The writing is clear, specific, and full of the kinds of details that keep a reader’s attention.	The reader can usually figure out what the writer means. some parts promise to be interesting if the writer would tell a little more.	The reader can sometimes figure out what the writer means. The paper often leaves the reader wanting to know more. It lacks details.	The reader has a hard time figuring out what the writer means, or else the writer does not yet have much to say about the topic.
Organization	The writer tells things in an order that works well and keeps the reader wanting to find out what’s coming next.	The writer tells things in an order that makes sense most of the time.	The writer tells things in an order that makes sense some of the time.	The writer tells things in an order that leaves the reader befuddled and dizzy.
Voice	The writer has personality. The writer’s own individual voice can be heard in every word. This paper has a sound that’s different from the way anyone else writes.	The writing occasionally shows personality and shares the individual’s voice. The reader catches glimpses of how the writer thinks or feels.	The writing seems sincere but not yet personal, lively, or energetic. The writer is only beginning to reveal what he thinks or feels.	The writer does not use the writing to show what he thinks or feels.
Word Choice	The writer uses words that make the message clear; the writer paints a picture in the reader’s head and uses sophisticated vocabulary at or above grade level.	The writer sometimes makes the message clear and occasionally paints a picture in the reader’s head and sometimes uses sophisticated vocabulary at or above grade level.	The words are clear but not striking. They get the message across, but do not capture the reader’s attention or imagination. Vocabulary choice is below grade level and redundant.	The reader has to dig to pull meaning from the writing and often feels like asking the writer, “What did you mean by this?” Vocabulary makes little connection to the topic.
Sentence Fluency	It is easy to read this paper aloud – and to read it with plenty of expression. The sentences vary in length and structure; every one is clear.	It’s fairly easy to read this paper aloud if you practice. Some sentences are a little choppy or awkward but most are clear.	This paper is tough to read aloud because of choppy sentences and awkward sentence structure.	This paper is not ready to be read aloud because most sentences need work.
Writing Conventions	Even careful reading reveals no glaring errors. The conventions are used to well that they make it easier to read the paper.	The reader notices few mistakes Those that are there do not slow the reader down much.	The reader notices several mistakes and the mistakes distract from the reading. Some errors may be from a lack of keyboarding skills.	Mistakes really get in the way of understanding the writing. The reader has to read one to “decode” and then again to get all the meaning.

Scoring Process: **Adv** = Total 20 – 24

Pro = Total 15 – 19

Bas = Total 10 – 14

Bel Bas = Total 6 – 9

7th Grade – Writing: Identify/Understand the Language of Poetry Rubric – LA-07-02-04

The student will recognize and apply the language of poetry when reading a variety of poems and when writing poetry.

4	The student consistently uses pre-reading strategies to identify the style/classification/category of a poem. During reading, the reader can recognize the poetic devices of a poem and is able to develop an interpretation of a particular word/s, line/s, and stanza/s or the complete poem. The reader is also able to compare/contrast one poem or a group of poems against another poem or group. The reader can write poetry using figurative language, similes, metaphors, alliteration, rhyme, rhythm, repetition, and personification.
3	The student frequently uses pre-reading strategies to identify the style/classification/category of a poem. During reading, the reader can recognize the language and other poetic devices of a poem and is able to frequently develop an interpretation of a particular word/s, line/s, and stanza/s or the complete poem. The reader is frequently able to compare/contrast one poem or a group of poems against another poem or group. The reader can frequently write poetry using figurative language, similes, metaphors, alliteration, rhyme, rhythm, repetitions, and personification.
2	The student sometimes uses pre-reading strategies to identify the style/classification/category of a poem. During reading, the reader can sometimes recognize the language and other poetic devices of a poem and is sometimes able to develop an interpretation of a particular word/s, line/s, and stanza/s or the complete poem. The reader sometimes is able to compare/contrast one poem or a group of poems against another poem or group. The reader can sometimes write poetry using figurative language, similes, metaphors, alliteration, rhyme, rhythm, repetition, and personification.
1	The student rarely uses pre-reading strategies to identify the style/classification/category of a poem. During reading of a poem, the reader rarely recognizes the language and other poetic devices of a poem and rarely is able to develop an interpretation of a particular word/s, line/s, and stanza/s or the complete poem. The reader rarely is able to compare/contrast one poem or a group of poems against another poem or group. The reader can rarely write poetry using figurative language, similes, metaphors, alliteration, rhyme, rhythm, repetition, and personification.

The student will actively participate in classroom discussions.

Traits	4	3	2	1
PREPARE TO LISTEN	<p>Always</p> <ul style="list-style-type: none"> * Has a positive attitude * Keeps an open mind about the speaker and topic * Prepares by reading and thinking of what is about to be heard * Decides what will be gained by listening: get facts, learn a process, understand an idea 	<p>Often</p> <ul style="list-style-type: none"> * Has a positive attitude * Keeps an open mind about the speaker and topic * Prepares by reading and thinking of what is about to be heard * Decides what will be gained by listening: get facts, learn a process, understand an idea 	<p>Sometimes</p> <ul style="list-style-type: none"> * Has a positive attitude * Keeps an open mind about the speaker and topic * Prepares by reading and thinking of what is about to be heard * Decides what will be gained by listening: get facts, learn a process, understand an idea. 	<p>Never</p> <ul style="list-style-type: none"> * Has a positive attitude * Keeps an open mind about the speaker and topic * Prepares by reading and thinking of what is about to be heard * Decides what will be gained by listening: get facts, learn a process, understand an idea
GET THE MESSAGE	<p>Always</p> <ul style="list-style-type: none"> * Concentrates on hearing words and sensing all nonverbal cues: gestures, facial expression, vocal tone * Listens for major points and supporting details * Listens for signal words that tell something about the message (as a result, next, second, etc.) * Determines speaker’s purpose: to convince, to explain, to inform * Thinks about how the speaker uses emotion and humor: to manipulate the audience or help them understand? * Listens for bias or prejudice * Takes notes thoughtfully (jot down main points, conclusions, and questions) 	<p>Often</p> <ul style="list-style-type: none"> * Concentrates on hearing all words and sensing all nonverbal cues: gestures, facial expression, vocal tone * Listens for major points and supporting details * Listens for signal words that tell something about the message (as a result, next, second, etc.) * Determines speaker’s purpose: to convince, to explain, to inform * Thinks about how the speaker uses emotion and humor: to manipulate the audience or help them understand? * Listens for bias or prejudice * Takes notes thoughtfully (jot down main points, conclusions, and questions) 	<p>Sometimes</p> <ul style="list-style-type: none"> * Concentrates on hearing all words and sensing all nonverbal cues: gestures, facial expression, vocal tone * Listens for major points and supporting details * Listens for signal words that tell something about the message (as a result, next, second, etc.) * Determines speaker’s purpose: to convince, to explain, to inform * Thinks about how the speaker uses emotion and humor: to manipulate the audience or help them understand? * Listens for bias or prejudice * Takes notes thoughtfully (jot down main points, conclusions, and questions) 	<p>Never</p> <ul style="list-style-type: none"> * Concentrates on hearing all words and sensing all nonverbal cues: gestures, facial expression, vocal tone * Listens for major points and supporting details * Listens for signal words that tell something about the message (as a result, next, second, etc.) * Determines speaker’s purpose: to convince, to explain, to inform * Thinks about how the speaker uses emotion and humor: to manipulate the audience or help them understand? * Listens for bias or prejudice * Takes notes thoughtfully (jot down main points, conclusions, and questions)
DIGEST THE MESSAGE	<p>Always</p> <ul style="list-style-type: none"> * Reviews notes and thinks about the message (“How does this relate to me? How can I use the information?”) * Summarizes the entire message in one sentence * Discusses the importance of the message with others 	<p>Often</p> <ul style="list-style-type: none"> * Reviews notes and thinks about the message (“How does this relate to me? How can I use the information?”) * Summarizes the entire message in one sentence * Discusses the importance of the message with others 	<p>Sometimes</p> <ul style="list-style-type: none"> * Reviews notes and thinks about the message (“How does this relate to me? How can I use the information?”) * Summarizes the entire message in one sentence * Discusses the importance of the message with others 	<p>Never</p> <ul style="list-style-type: none"> * Reviews notes and thinks about the message (“How does this relate to me? How can I use the information?”) * Summarizes the entire message in one sentence * Discusses the importance of the message with others

7th Grade**Reading: Read Selected Words****LA-07-01-01**

The student will read to understand selected functional, expository, and narrative texts to include directions, schedules, maps, diagrams, internet websites, brochures, explanation; textbooks, encyclopedias, biographies, public documents, print news, media, interviews, scientific explanations, historical/political analyses; stories, poems, novels, plays and essays.

	Adjusts reading for a purpose	Reads independently	Uses reading strategies	Connects reading with life experiences
4	Seeks expanded information through other reading genres	Eager to get to self-chosen material – reads frequently and recommends books to others	Independently seeks information – often uses reference material to locate information	Seeks and interprets and can explain deeper meaning in literature
3	Recognizes purposes and adjusts rates and thoroughness to achieve stated purposes	Reads silently for extended periods and without being reminded	Uses various strategies to get meaning and to confirm hypothesis	Recognizes and can express ideas about elements of fiction (plot, setting, etc.)
2	Needs guidance to adjust and achieve various purposes	Needs to be reminded to read	Needs guidance in use of strategies	Needs guidance to make connections between reading and life connections
1	Does not recognize varied reading purposes and does not adjust reading	Does not read	Does not use strategies such as predicting and context to enhance meaning	Does not make reading and life connections

Scoring Process:

Adv = Total 15 – 16

Pro = Total 12 – 14

Bas = Total 7 – 11

Bel Bas = Total 4 – 6

Campbell County School District – Assessment Rubric

Department: Language Arts

Course: Grade 7

Essential and Enduring Learning: Apply literary elements to the understanding of literature.

Curriculum Code: LA-07-01-02

Task: After exposure to a variety of literary elements, students will create an original work.

Product: The original piece of work may include a video tape, audio tape, writing, game, speech/presentation, brochure, journal, portfolio, book report, or other appropriate products.

	Indicators	
	Understand literary elements	Apply literary elements
4	Recognizes 100-90% of literary elements	Applies 100-90% of literary elements
3	Recognizes 89-80% of literary elements	Applies 89-80% of literary elements
2	Recognizes 79-70% of literary elements	Applies 79-70% of literary elements
1	Recognizes 69% or less of literary elements	Applies 69% or less of literary elements

Scoring Process:

Adv = Total 8

Pro = Total 6 – 7

Bas = Total 4 – 5

Bel Bas= Total 2 – 3

7th Grade

Technology: Use Word Processing and Other Computer Programs

LA-07-02-05

The student will turn in at least one critical objective created by word processor and utilize at least one other computer technology program, such as Inspiration, Excel, PowerPoint, iMovie, etc., within the unit.

4	The student handed in at least one critical objective created by word processor and utilized at least one other program to create the final project. The student demonstrates his knowledge of word processing and other computer programs by showing 100-90% accuracy in using spell-check, format, and layout.
3	The student handed in at least one critical objective created by word processor and utilized at least one other program to create the final product. The student demonstrates his knowledge of word processing and other computer programs by showing 89-80% accuracy in using spell-check, format, and layout.
2	The student handed in at least one critical objective created by word processor and utilized at least one other program to create the final product. The student demonstrates his knowledge of word processing and other computer programs by showing 79-70% accuracy in using spell-check, format, and layout.
1	The student handed in at least one critical objective created by word processor and utilized at least one other program to create the final product. The student demonstrates his knowledge of word processing and other computer programs by showing less than 70% accuracy in using spell-check, format, and layout.

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, or facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, or facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, or facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, or facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	<p>Individual, compelling, and engaging with consistent use of 1st and 3rd person:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged with use of 1st or use of 3rd person:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * POV emerges strongly in some places 	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced with now regard for correct use of person or uses 2nd person:</p> <ul style="list-style-type: none"> * monotone , humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch,
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – TRAIT ANALYTICAL SCORING GUIDE

<p>Sentence Fluency</p>	<p>Easy flow, rhythm and cadence: * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading</p>	<p>More pleasant or businesslike than musical: * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invited oral reading</p>	<p>More mechanical than fluid: * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading</p>	<p>Awkward and rambling: * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading</p>
<p>Conventions</p>	<p>Clear control of conventions with minor editing: * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish</p>	<p>Reasonable control of conventions with minor editing: * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication</p>	<p>Some control of conventions with significant editing: * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication</p>	<p>Little or no control of conventions with extensive editing: * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interfere with reading * missing or inconsistent paragraphing in relation to text * not ready for publication</p>
<p>Presentation</p>	<p>Form and presentation enhance readability: * standard, easily readable font and size (Times New Roman, 12 pt.) * 1” margins * doubled spaced * paragraphs indented 1/2 “ * title same font and size as body * student # in header on right (1/2” from top)</p>	<p>Effective form and presentation: * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins</p>	<p>Understandable form and presentation: * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header</p>	<p>Garbled form and presentation: * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten</p>

7th PAWS

Reading & Writing

Rubrics &

Assessment

Descriptions

PAWS Writing Scoring Guide—Grade 7 Targets

<i>Expressive: Personal Narrative—Relates an event or experience to an audience</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Uses topic sentences and varied transitions between paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Uses topic sentences and transitions between paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Lacks consistent use of topic sentences and transitions between paragraphs Similar ideas are grouped together without appropriate spacing or indentation Uses mostly simple sentences; inconsistent use of correct sentences 	<ul style="list-style-type: none"> Beginning and ending are unidentifiable Topic sentences or transitions between paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of indentation or spacing Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization and punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 7 Targets

<i>Expository: Problem/Solution Essay—Addresses a problem and presents a logical solution to an audience</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> • Presents a clear problem and develops a logical solution in response to the topic • Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> • Presents a clear problem and logical solution in response to the topic • Uses relevant details 	<ul style="list-style-type: none"> • Attempts to present a problem or solution in response to the topic • Limited use of relevant details 	<ul style="list-style-type: none"> • No response to the topic • Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> • Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences 	<ul style="list-style-type: none"> • Presents an introduction, body, and conclusion • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> • Presents an introduction or conclusion • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Uses mostly simple sentences; inconsistent use of correct sentences 	<ul style="list-style-type: none"> • Introduction and conclusion are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of indentation or spacing • Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> • Response consistently reveals voice, style, or tone appropriate to the purpose • Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> • Response reveals voice, style, or tone appropriate to the purpose • Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> • Response reveals limited voice, style, or tone appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> • Response lacks voice, style, or tone appropriate to the purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> • Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> • Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> • Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading



Grade 7

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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 7 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Functional Skill Reporting Category - Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>7.IC Students read and demonstrate understanding of informational texts.</p>	<p>7.IC.2 Students interpret technical data in a variety of formats.</p> <p>7.IC.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p>		

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Functional text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>7.IC Students read and demonstrate understanding of informational texts.</p>	<p>7.IC.2 Students interpret technical data in a variety of formats.</p> <p>7.IC.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p>		

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric:

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p>
<p>7.IC Students read and demonstrate understanding of informational texts.</p>	<p>7.IC.2 Students interpret technical data in a variety of formats.</p> <p>7.IC.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p> <p>7.IC.5 Students understand word choice and arguments that convey author’s point of view.</p>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Expository Text/Major Points and Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text's main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand the text’s organization and how that organization serves the writer’s purpose.</p>
<p>7.IC Students read and demonstrate understanding of informational texts.</p>	<p>7.IC.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p> <p>7.IC.5 Students understand word choice and arguments that convey author’s point of view.</p>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer’s major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader’s position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category - Information Relationships

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>7.IC Students read and demonstrate understanding of informational texts.</p>	<p>7.IC.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p> <p>7.IC.5 Students understand word choice and arguments that convey author's point of view.</p>		

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author’s development of point of view, metaphor, and inferential interpretation as basic story elements.</p>
<p>7.IB Students read and interpret a variety of literary genres.</p>	<p>7.IB.1 Students explain connections between setting, plot, theme, and characterization.</p> <p>7.IB.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author’s purpose.</p> <p>7.IB.3 Students understand personification, hyperbole, imagery.</p>		

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Point of View

Accuracy

The reader understands point of view in fiction using details from that story to accurately report how point of view is used.

Relevance

The reader understands how point of view is important to a story's plot and theme.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss point of view.

Metaphor

Accuracy

The reader identifies metaphor in a story by using details the author has used to establish it.

Relevance

The reader describes the importance of metaphor to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish metaphor in a story.

Inferential Interpretation

Accuracy

The reader identifies how a word's inferred or implied meaning is used in a story.

Relevance

The reader discusses the inferred or implied meaning of a word in terms of its relevance to the story's plot and theme.

Sufficiency

The reader reports with adequate details how the inferred/implied interpretation of a word is used in a story.

PAWS Assessment Descriptions – Grade 7 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of point of view, or metaphor, or inferential interpretation in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader’s position.
1	Analysis of point of view, or metaphor, or inferential interpretation in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader’s position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category - Plot			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>7.IB Students read and interpret a variety of literary genres.</p>	<p>7.IB.1 Students explain connections between setting, plot, theme, and characterization.</p> <p>7.IB.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author’s purpose.</p>	<p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story’s action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader’s position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader’s position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 7 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category –Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>7.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>7.IA.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>7.IA.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>7.IA.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>7.IB Students read and interpret a variety of literary genres.</p>	<p>7.IB.1 Students explain connections between setting, plot, theme, and characterization.</p>		

PAWS Assessment Descriptions – Grade 7 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story's theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader's interpretation.
3	The response reflects a basic understanding of the themes in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader's interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader's interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurate and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader's interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader's interpretation.
0	The response provides no accurate information from the text and does not address the task.

8th Grade Language Arts

2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
 LANGUAGE ARTS
 EIGHTH GRADE ENGLISH (LA-08)

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
First Semester Objectives		
1	LA-08-01-01	READING: Read/Respond to Fiction and Poetry (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-08-02-01	WRITING: Expository Essay (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA-08-02-02	WRITING: Expressive Writing (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Second Semester Objectives		
4	LA-08-01-02	READING: Read/Respond to Nonfiction and Technical Works (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA-08-01-03	READING: Read Designated Pages (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA-08-02-03	WRITING: Letters/Practical Documents (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA-08-02-04	WRITING: Step Up to Writing Strategies (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA-08-03-01	SPEAKING/LISTENING: Public Speaking Skills (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

Campbell County School District #1 Gillette, Wyoming

Language Arts - Grade 8

Eighth-grade English is designed to enhance and refine skills in reading, writing, listening, speaking, and thinking. Students will read and respond to a variety of novels; students will also be required to read and/or write short stories, novels, poetry, letters, essays, and various pieces of nonfiction. Students will also be expected to learn and make use of public speaking skills in all phases of the English curriculum.

Textbook/Resources: Timeless Voices, Timeless Themes - Silver Level, Prentice-Hall
Writing and Grammar: Communication in Action - Silver Level, Prentice-Hall

LA-08-01 READING/TECHNOLOGY (Content Standard)

State Standard and Benchmark Correlation:

- LA-08-01-01 Apply Comprehension Strategies to Read
- LA-08-01-02 Read and Interpret Various Literary Texts
- LA-08-01-03 Read and Understand Informational Texts
- LA-08-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-08-02-02 Use Strategies, Write Expressive/Expository Pieces
- LA-08-03-01 Speak With Clear Organization/Content
- LA-08-03-02 Use Appropriate, Effective Delivery Skills
- LA-08-03-03 Use Multi-Media to Support Presentations
- LA-08-03-04 Use Strategies to Present Oral Interpretations
- LA-08-03-05 Use Strategies to Contribute to Group Discussions
- LA-08-03-07 Understand & Analyze Various Media Techniques

The students will use the reading process to demonstrate understanding of functional, expository, and narrative texts.

LA-08-01-01 - Read/Respond to Fiction and Poetry - 1st Semester (Obj.)

C - Critical--Assessment Reporting Required

Students will read and respond to fiction and Poetry:

- Students will read narrative texts (stories, poems, novels, plays, and essays) to recognize and understand an author's development of flashback and foreshadowing, personification, theme, and tone as basic story elements; and read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Common Directions:

Students, you will read and respond orally or in writing to a work of fiction or poetry using some or all of these literary elements: flashback and foreshadowing, personification, theme, tone and plot.

Common Rubric: Respond to Literary Works LA-08-01-01

LA-08-01-02 - Read/Respond to Nonfiction and Technical Works - 2nd Semester (Obj.)

C - Critical--Assessment Reporting Required

Students will read and respond to nonfiction and technical writings:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, internet websites and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, biographies, documentaries, essays, interviews, speeches, newspapers, internet websites, scientific explanations, historical and political analyses) to understand a text’s major points and supporting details, to understand the text’s organization and how that organization serves the writer’s purpose, and to understand how the information in the text fits into broader topics and issues.

Common Directions:

Students, you will determine orally and in writing the relevance and importance of functional and expository texts while applying information for a given task using major points, supporting details, understanding of organization and purpose.

Common Rubric: Respond to Literary Works LA-08-01-01

LA-08-01-03 - Read Designated Pages - 2nd Semester (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading. Each student may produce a spreadsheet containing:

<ul style="list-style-type: none">• MLA header – name, instructor, class, dateGrade level of student• Title• Author	<ul style="list-style-type: none">• Number of pages• Lexile score• may include other information for individual teacher
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The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will demonstrate independent reading and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: LA-08-01-03

LA-08-01-04 - Six Steps to Effective Vocabulary Instruction (Objective)

S - Supporting

The students will expand vocabulary of grade- and/or content-appropriate words through the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

- Step 1: The teacher provides a description, explanation, or example of the new term.
- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Students periodically do activities that help them add to their knowledge of

vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another

Step 6: Periodically students are involved in games that allow them to play with the terms.

LA-08-01-05 - Understand Historical, Social, Cultural Influences on Literature (Objective)

S - Supporting

The students will understand the historical, social, and cultural influences on literary works such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.

LA-08-02 WRITING/TECHNOLOGY (Content Standard)

State Standard and Benchmark Correlation:

- LA-08-01-02 Read and Interpret Various Literary Texts
- LA-08-01-03 Read and Understand Informational Texts
- LA-08-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-08-03-01 Speak With Clear Organization/Content
- LA-08-03-03 Use Multi-Media to Support Presentations
- LA-08-03-04 Use Strategies to Present Oral Interpretations
- LA-08-03-05 Use Strategies to Contribute to Group Discussions
- LA-08-03-06 Take Notes, Give Relevant, Appropriate Feedback
- LA-08-03-07 Understand & Analyze Various Media Techniques

The students will use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

LA-08-02-01 - Expository Essay (1st Semester) (Objective)

C - Critical - Assessment Reporting Required

The students will write an in-class timed expository essay on a prompt provided by the teacher. Students will include evidence of prewriting and editing. The final draft of the paper will be scored on a four-point scale for the following traits: ideas and content, organization, voice, word choice, sentence fluency, conventions and presentations.

Common Directions:

Students, you will write an in-class, timed expository essay demonstrating use of the writing process and knowledge of the six traits.

Common Rubric: Expository Essay LA-08-02-01, PAWS Expository Essay rubric

LA-08-02-02 - Expressive Writing (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will write a fictional narrative(expressive writing) to be evaluated on the use and understanding of the writing process (pre-write, draft, revise, edit, and publish) and the elements of fiction. The final draft of the paper will be scored on a four-point scale for the following traits: ideas and content, organization, voice, word choice, sentence fluency, conventions and presentations.

Common Directions:

Students, you will write a fictional narrative to be evaluated on the use and understanding of the writing process, the elements of fiction, and the six traits of writing.

Common Rubric: Expressive Writing LA-08-02-02, PAWS Expressive/Fictional Narrative rubric

LA-08-02-03 - Write Letters/Practical Documents (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will apply writing skills and correct format to the writing of letters and other practical documents (i.e., applications, memos, and technical writing).

Common Directions:

Students, you will apply writing skills and correct format to writing a business letter.

Common Rubric: Writing: Letter LA-08-02-03

LA-08-02-04 - “Step Up to Writing” Strategies (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The learners will demonstrate a knowledge of correct and effective Step Up to Writing skills appropriate to grade level. The following will be practiced and emphasized in all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of Step Up to Writing competencies. Results must be garnered through various expository and expressive writing activities throughout the semester.

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - appropriate length
 - pick and enrich your E’s
 - citing sources
 - vary/bury transitions
 - introductions and conclusions
- Master Topic Sentences:
 - Prepositions #5

- To, Plus a Verb #6
- The List Statement #7
- Get Their Attention with an Active Verb #8

Note: See pp 376-380 in this booklet for SUTW topic sentences information.

Common Directions:

Students, you will demonstrate knowledge of correct and effective writing skills using Step Up to Writing strategies.

Common Rubric: Writing: Step Up to Writing Strategies LA-08-02-04

LA-08-02-05 - Write and Share Literary Texts (Objective)

S - Supporting

The students will write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary response) using appropriate strategies for various audiences and purposes.

LA-08-02-06 - Editing (Objective)

T - Teach

The students will use the strategies such as grammar and usage, peer editing, and multiple drafts to revise written work.

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing:

- Practice writing correctly punctuated sentences
- Vary sentence lengths
- Combine sentences in a variety of ways
- Practice proper use of commas with phrases/clauses
- Compose varied sentence beginnings

Backward Mapping: COMMAS

Students will practice the use of commas in the following through individual writing, proofreading, and seven-trait conventions rubrics:

- | | |
|-----------------|------------------------------------|
| •Series | •Clauses, phrases |
| •Dialogue | •Dates and addresses |
| •Direct address | •Two independent clauses |
| •Interjections | •Clarity and emphasis |
| •Numbers | •Introductory phrases, clauses |
| •Interruptions | •Enclose information |
| •Appositives | •Enclose titles or initials |
| •Adjectives | •Letter writing: greeting, closing |

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to the eighth-grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies:

<ul style="list-style-type: none"> • Sentences in parenthesis • Sentences following colons • Organizations • Title of courses • Work-cited entries • Acronyms • Geographical names 	<ul style="list-style-type: none"> • Languages, races, nationalities, religions • Days of the week, months, holidays, holy days • Periods, events in history, special events • Political parties • Official documents • Trade names • Official titles, state nicknames
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Backward Mapping - USAGE:

Students will demonstrate mastery in using the right word (homonyms/near-misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- | | |
|---|--|
| <ul style="list-style-type: none"> •accept (to agree or take what is offered) •except (leaving out or excluding) •assistance (help) •assistants (those who help) •attendance (presence) •attendants (escorts) •ball (round object) •bawl (cry) •been (past participle of be) •bin (box) •bread (food) •bred (cultivated) •but (except) •butt (end) •cheap (inexpensive) •cheep (bird call) •chute (slide) •shoot (discharge gun) •coarse (rough) •course (path; school subject) •complement (complete set) •compliment (praise) •council (legislative body) •counsel (advise) •crews (groups of workers) •cruise (sail) •dual (two) •duel (formal combat) •fare (cost of transportation) •fair (honest; bazaar) | <ul style="list-style-type: none"> •feat (accomplishment) •feet (plural of foot) •fewer (number of separate units) •less (bulk quantity) •flea (insect) •flee (run away) •flew (did fly) •flu (influenza) •grate (grind) •great (large) •idle (lazy) •idol (god) •instance (example) •instants (short periods of time) •loan (something borrowed) •lone (single) •lose (to misplace or fail to win) •loose (free or untied) •manner (style) •manor (estate) •mantle (cloak) •mantel (over fireplace) •medal (award) •metal (an element like iron) •might (may; strength) •mite (insect) •miner (coal digger) •minor (juvenile) •missed (failed to attain) •mist (fog) •naval (nautical) |
|---|--|

- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationery (fixed)
- stationary (paper)
- suite (connected rooms)
- sweet (sugary)
- their
- there
- they're
- thrown (tossed)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder; past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- throne (king's seat)
- to
- too
- two
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA-08-03 SPEAKING/LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA-08-01-01 Apply Comprehension Strategies to Read
- LA-08-01-02 Read and Interpret Various Literary Texts
- LA-08-01-03 Read and Understand Informational Texts
- LA-08-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-08-02-02 Use Strategies, Write Expressive/Expository Pieces
- LA-08-03-01 Speak With Clear Organization/Content
- LA-08-03-02 Use Appropriate, Effective Delivery Skills
- LA-08-03-03 Use Multi-Media to Support Presentations
- LA-08-03-04 Use Strategies to Present Oral Interpretations
- LA-08-03-05 Use Strategies to Contribute to Group Discussions
- LA-08-03-06 Take Notes, Give Relevant, Appropriate Feedback
- LA-08-03-07 Understand & Analyze Various Media Techniques

The students will use listening and speaking skills for a variety of purposes and audiences.

LA-08-03-01 - Public Speaking Skills (Objective)

C - Critical--Assessment Reporting Required

The students will participate in oral presentation activities, which may include discussions, panels, or formal speaking. Students will identify the purpose of the speech and demonstrate effective delivery skills using technology such as iMovie, PowerPoint, Keynote, podcasts, web blogs, or other applicable programs. The students will also demonstrate effective listening skills while listening to oral presentations given by peers.

Common Directions:

Students, you will demonstrate knowledge of speaking and listening in the presentation of an oral activity, including identifying purpose, delivery techniques, technology application and effective listening skills.

Common Rubric: Speaking/Listening: Public Speaking Skills LA-08-03-01

LA-08-03-02 - Gather/Organize Information for Public Speaking (Objective)

S - Supporting

The students will gather and organize information for a speech in a logical sequence.

last update 6/1/2010
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Technology Project

Suggested 8th Grade LA Technology Project

Subject: Character Study

CCSD Language Arts Objectives:

LA-08-01-14	Use computer word processing
LA-08-01-14	Use multimedia tools
LA-08-02-10	Use electronic searches
LA-08-03-09	Demonstrate multimedia tools

State Standard and Benchmark Correlation:

LA-08-01-01	Apply comprehension strategies to reading
LA-08-01-02	Read and interpret various literary texts
LA-08-01-03	Read and understand informational texts
LA-08-02-01	Apply writing strategies to plan/draft/revise/publish
LA-08-02-02	Write expression/expository pieces
LA-08-03-01	Speak with clear organization and content
LA-08-03-02	Use appropriate, effective delivery skills
LA-08-03-03	Use multi-media to support presentations
LA-08-03-04	Presenting oral interpretation of literature
LA-08-03-05	Contribute to group discussions, including building upon previous comments
LA-08-03-07	Understand and analyze techniques used in various media.

Researching Information:

Use electronic research tools and electronic sources to learn more about your character and to accumulate information. Create a file demonstrating knowledge of the character (pictures and text).

Use the <http://www.annefrankonbroadway.com> if doing Anne Frank

Use the <http://support.ccsd.k12.wy.us> to find research resources

Managing information:

Save research information on the building servers.

Organize data in a meaningful way.

Presenting/Communicating Information:

Use Power Point or iMovie to create a multimedia presentation.

Present and explain projects.

Save complete multimedia presentation to the building file servers.

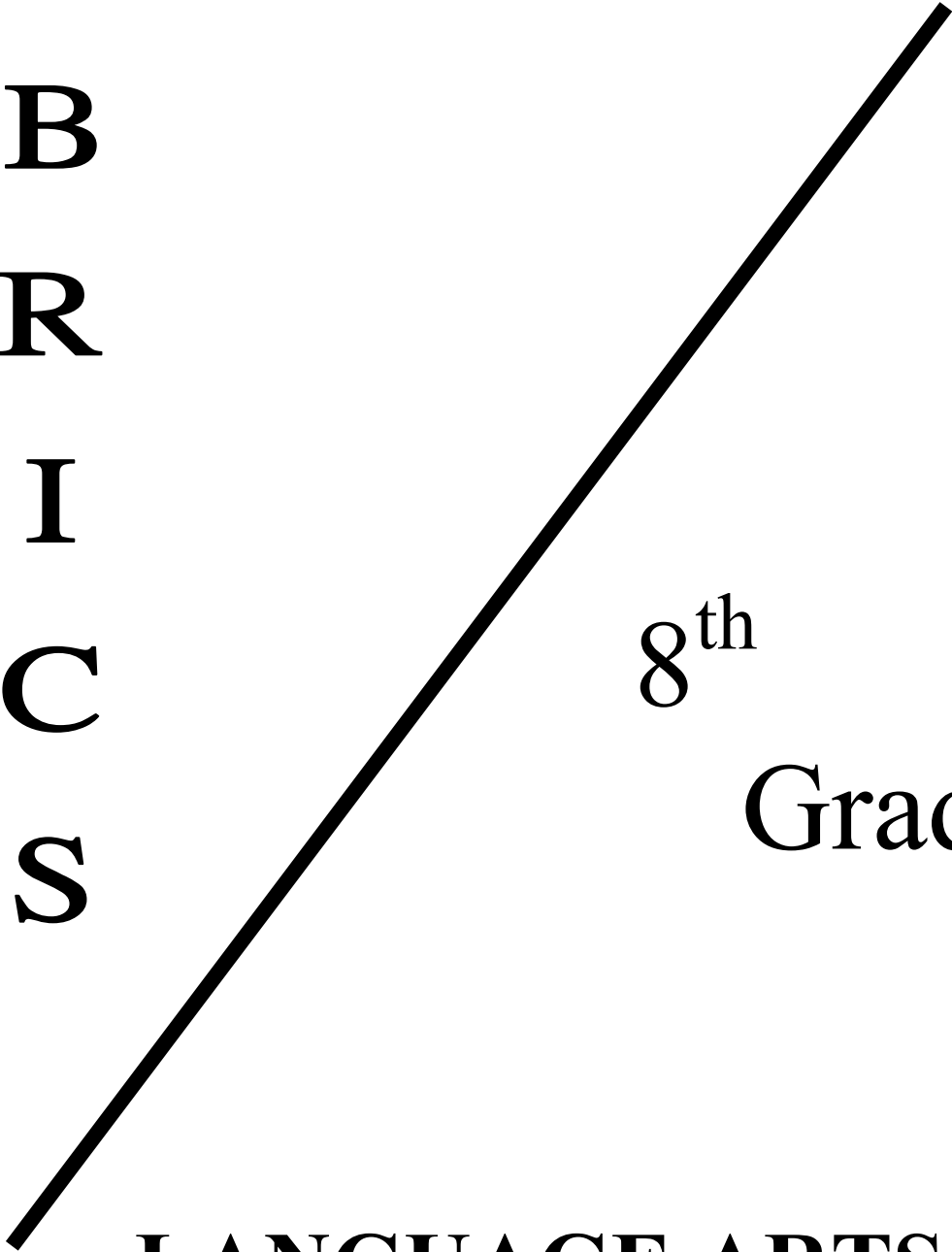
Integrating Technology to Meet Performance Standards:

Students will demonstrate proficiency in meeting the state language arts objectives.

Evaluation:

Evaluate the success of the lesson by using the appropriate rubric.

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8th

Grade

LANGUAGE ARTS

8th Grade – Writing: Step Up to Writing Strategies Rubric
LA-08-02-04

The student will use grammar/usage/mechanics/sentence structure/Step Up to Writing skills correctly in his/her writing.

4	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of two SUTW topic sentences (Prepositions #5, To, Plus a Verb #6, The List Statement #7, and Get Their Attention with an Active Verb #8).
3	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of two SUTW topic sentences (Prepositions #5, To, Plus a Verb #6, The List Statement #7, and Get Their Attention with an Active Verb #8).
2	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of two SUTW topic sentences (Prepositions #5, To, Plus a Verb #6, The List Statement #7, and Get Their Attention with an Active Verb #8).
1	The student may attempt <i>Step Up to Writing</i> strategies but will show little or not mastery of the two SUTWS topic sentences (Prepositions #5, To, Plus a Verb #6, The List Statement #7, and Get Their Attention with an Active Verb #8).

NOTE! Find SUTW Topic Sentence information on pages 376-380 of this booklet. Consult your manual for further SUTW skill information.

8th Grade – Writing: Letter Rubric – LA-08-02-03

The students will apply writing skills and correct format to the writing of letters and other practical documents (i.e., applications, memos, and technical writing).

	4	3	2	1
Organization and Form	The writer uses the correct and complete form for a business letter or memorandum. A business letter contains the six essential parts: heading, inside address, salutation, body, closing, and signature. A memo begins with a header identifying the audience, writer, subject, and date; it has no salutation, closing, or signature.	The writer uses the correct form for a business letter or memorandum and omits only minor elements. A business letter contains the six essential parts: heading, inside address, salutation, body, closing and signature. A memo begins with a header identifying the audience, writer, subject and date; it has no salutation, closing or signature.	The writer shows a vague understanding of correct forms. However, a business letter may lack an essential part; the header of the memo may lack one of its lines, but the form will otherwise be correct.	The writer demonstrates a lack of understanding of the correct form for a business letter or memorandum. The letter lacks two or more essential parts; the memo may be hard to distinguish from a letter.
Elements of Practical/Business Writing	Each part is complete and correct. The writer briefly but clearly states the purpose of the letter or memo. The body contains courteous, formal language and all the details that the audience will need. There are no extraneous details.	One part of the letter or memo may be incomplete or incorrect. The writer states the purpose of the letter or memo. The body contains courteous, formal language and all the necessary details.	More than one part of the letter or memo may be incomplete or incorrect. The writer states the purpose of the writing, but not necessarily at the beginning. The level of language is inappropriate; it may sound stilted and overly formal; or, it may contain slang or other informal examples. One or more important details may be missing.	Most parts of the letter or memo are incomplete or incorrect. The writer does not state the purpose for writing. The writer does not use formal language or else uses it inconsistently, important or essential details are omitted.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling.	Minor errors in mechanics, usage, grammar, or spelling do not hinder comprehension.	There are several errors in mechanics, usage, grammar or spelling. Some hinder comprehension.	The letter or memo is difficult to understand because of errors in mechanics, usage, grammar or spelling.

Scoring Scale: **Adv** = 12 – 11 **Pro** = 10 – 8 **Bas** = 7 – 5 **Below Bas** = 4 - 1

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8th Grade English – Expository Essay Rubric: LA-08-02-01

3 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	Clear, focused and interesting: * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience	Adequate and appropriate detail: * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident	Basic or general development: * generally stays on topic * lacks focus * support is attempted * reasonably clear but more information needed * lacks specifics	Lacks purpose on central idea: * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	Enhances and showcases central idea and theme: * compelling order and structure * relevant title * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience	Strong structure which does not confuse the reader: * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title present and appropriate * logical sequencing most of the time * flows smoothly most of the time * structure shows awareness of audience and purpose	Some evidence of logical organization: * lapses in coherence * attempts introduction and/or conclusion * title uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time	Lacks clear sense of direction: * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate
Conventions	Clear control of conventions with minor editing: * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish	Reasonable control of conventions with minor editing: * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or being in wrong places * requires polishing for publication	Some control of conventions with significant editing: * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication	Little or no control of conventions with extensive editing: * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication

8th Grade – Writing: Expressive Writing Rubric LA-08-02-02

The students will write and orally present creative fiction.

	4	3	2	1
Organization	The story has a clear beginning, middle, and end. The beginning engages readers by presenting them with details of characters, setting, or plot. The story follows a logical sequence.	The story has a beginning, middle, and end, and events follow in some logical sequence.	The story does not have a clear beginning, middle and end. The sequence of events is sometimes confusing.	The story is missing either a beginning or an end. The relationship between events is often confusing.
Elements of Fiction	The plot is interesting, and the conflict is established, developed, and resolved after a gripping climax. Most characters are well-developed through dialogue, actions, and thoughts. Dialogue sounds realistic. Main characters change or grow during the story. The setting is described through vivid sensory language. The point of view is consistent.	The plot makes sense, and the conflict is established, developed, and resolved after a climax. Some characters are well-developed through dialogue, actions, and thoughts. Most dialogue sounds realistic. Main characters change or grow during the story. The setting is clear and some sensory language is used to describe it. The point of view is clear but may be inconsistent in places.	The plot may be hard to follow. The conflict is established and resolved, but it lacks development. The characters are described rather than established through dialogue, action, and thoughts. They show little growth or change. Dialogue for all characters may sound familiar. The setting is identified but not clearly described. The point of view is often inconsistent.	The plot is hard to follow. The conflict is not developed and it may not be resolved in a logical way. The characters are described rather than established through dialogue, action, and thoughts. They lack individually and do not change. Dialogue may be nonexistent, or it may all sound alike. The setting may be vague, the point of view keeps shifting.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling. Dialogue is punctuated and formatted correctly.	There are some errors in mechanics, usage, grammar, or spelling. Dialogue may have minor errors in punctuation or format.	There are many errors in mechanics, usage, grammar, or spelling. These sometimes make the story hard to understand. Dialogue is punctuated and formatted inconsistently.	Numerous errors in mechanics, usage, grammar, and spelling interfere with meaning. Dialogue may be indistinguishable from narrative, or it may lack essential elements, such as quotation marks or end punctuation

Scoring scale:

Adv = Total 15 – 16

Pro = Total 12 – 14

Bas = Total 7 – 11

Below Bas = Total 4 – 6

Respond to Literary Works

LA-08-01-01

The student will respond to literary works. Students will demonstrate independent reading and connect a variety of reading materials to their world.

Criteria	4	3	2	1
Quality Feedback	Student gives insightful responses either written or oral, when asked to react/respond to reading selections.	Student gives accurate responses either written or oral, when asked to react/respond to reading selections.	Student gives some acceptable responses either written or oral, when asked to react/respond to reading selections.	Student gives few quality responses written or oral, when asked to react/respond to reading selections.
Variety	Approaches reading selection by relating it to the author’s background, context clues, and historical/social settings.	Attempts a variety of approaches.	Makes few attempts to approach reading selection except through a literal approach.	Makes no attempt to understand reading selection except through a literal approach.

8th Grade – Read Designated Pages Rubric - LA-08-01-03

The student will read the designated number of pages each semester in addition to the in-class and assigned readings.

4	3	2	1
Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-72% of designated pages	Read 59% or below of designated pages

Grade	6 weeks	12 weeks	18 weeks
A+	392-400	784-800	1176-1200
A	372-391	744-783	1116-1175
A-	360-371	720-743	1080-1115
B+	352-359	704-719	1056-1079
B	332-351	664-703	996-1055
B-	320-331	640-663	960-995
C+	312-319	624-639	936-959
C	292-311	584-623	876-935
C-	280-291	560-583	840-875
D+	272-279	544-559	816-839
D	252-271	504-543	756-815
D-	240-251	480-503	720-755
F	239 + fewer	479 + fewer	719 + fewer

8th Grade – Speaking/Listening: Public Speaking Skills Rubric – LA-08-03-01

Students will participate in oral presentation activities (discussions, panels, or formal oral presentations)

	Ideas/Content	Organization	Audience Connectedness	Delivery	Multimedia
4	Examples, anecdotes, quotations, analogies, and stories enhance and enrich the ideas. Details chosen are unique and personalized to powerfully impact the listener.	Introduction grabs attention and gives direction. The whole is greater than the sum of its parts. Conclusion stimulates further thinking or action.	Presenter holes audience in the palm of his/her hand. Audience is motivated to further action.	Speaker personalizes the presentation, building on his/her strengths. Speaker moves about easily in a way that enhances the presentation. Speaker exudes a presence that captures the audience.	Multimedia tools such as audio recording, CD's, DVD's, overhead projector, LCD projector, smartboard, etc., enhance speaking
3	Ideas are clearly stated. Specific details support the ideas and clarify the purpose. Details are chosen to help the listener visualize concrete images. Examples are used to clarify ideas and connect the listener.	Well-defined introduction and conclusion; logical sequence from beginning to end; ideas flow; and transitions are logical.	Response to the feedback tool indicates that the audience was connected and engaged in thinking. Presenter responds and adjusts to non-verbal audience feedback (smiles, nods, leaning forward, etc. Presenter conveys enthusiasm & commitment.	Speaker maintains eye contact. Speaker is posed and appears confident. Gestures, posture, and expressions are natural and appropriate.	Appropriate use of basic multimedia tools.
2	Details are sketchy. Ideas are incomplete and not developed. Examples do not clarify or support ideas.	Transitions are not obvious that they interfere with the flow. Introduction does not set purpose. Lacks a sense of closure. Ideas are not connected.	Response to the feedback tools indicates that the audience was unmotivated. Speaker does not respond to non-verbal feedback of audience.	Speaker lacks confidence. Gestures are forced and awkward. Presentation is disjointed.	Minimal evidence of multimedia tools.
1	Presentation has no focus. No main ideas are presented.	Ideas ramble. Presentation has no introduction or conclusion.	Response to the feedback tool indicates that the audience was apathetic. Speaker is unaware of audience feedback.	Speaker is unprepared and unrehearsed.	No evidence of multimedia tools.

Scoring Scale:

Adv = Total 17 – 20

Pro = Total 12 – 16

Bas = Total 8 – 11

Below Bas = Total 5 – 7

7 – TRAIT ANALYTICAL SCORING GUIDE
LA-08-02-01, LA-08-02-02

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, or facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, or facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, or facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, or facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	<p>Individual, compelling, and engaging with consistent use of 1st and 3rd person:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged with use of 1st or use of 3rd person:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced with now regard for correct use of person or uses 2nd person:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – TRAIT ANALYTICAL SCORING GUIDE

Sentence Fluency	<p>Easy flow, rhythm and cadence:</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invited oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interfere with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (Times New Roman, 12 pt.) * 1” margins * doubled spaced * paragraphs indented 1/2 “ * title same font and size as body * student # in header on right (1/2” from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

8th PAWS
Reading & Writing
Rubric &
Assessment
Descriptions
Assessment
Descriptions

PAWS Writing Scoring Guide—Grade 8 Targets

<i>Expository: Expository Essay—Develops and supports a thesis or central idea for an audience</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis or central idea in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis or central idea in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a thesis or central idea in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Response consistently reveals voice, style, or tone appropriate to the purpose Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Response reveals voice, style, or tone appropriate to the purpose Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Response reveals limited voice, style, or tone appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Response lacks voice, style, or tone appropriate to the purpose Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 8 Targets

Expressive: Fictional Narrative—Demonstrates use of story elements to develop a fictional narrative for an audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops clear ideas in response to the topic Demonstrates effective use of story elements to develop a fictional story Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents clear ideas in response to the topic Demonstrates use of story elements to develop a fictional story Uses relevant details 	<ul style="list-style-type: none"> Limited use of ideas in response to the topic Attempts to include story elements to develop a fictional story Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; ideas are unclear Demonstrates little understanding of how to use story elements to develop a story Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning and ending are unidentifiable Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading



Grade 8

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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr's "purposeful reading" approach to reading assessment.

"Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school." *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

"Evaluative Criteria" are the factors used to determine students' levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill's evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader's grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill's evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 8 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category -Relevance and Importance			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>8.IC Students read and demonstrate understanding of informational texts.</p>	<p>8.IC.2 Students analyze data or make generalizations based on explicitly stated information.</p> <p>8.IC.3 Students support conclusions with facts and/or citations.</p> <p>8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</p> <p>8.IC.5 Students summarize and paraphrase information in chronological, sequential, or logical order.</p>		

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>8.IC Students read and demonstrate understanding of informational texts.</p>	<p>8.IC.2 Students analyze data or make generalizations based on explicitly stated information.</p> <p>8.IC.3 Students support conclusions with facts and/or citations.</p> <p>8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</p> <p>8.IC.5 Students summarize and paraphrase information in chronological, sequential, or logical order.</p>		

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric:

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p>
<p>8.IC Students read and demonstrate understanding of informational texts.</p>	<p>8.IC.3 Students support conclusions with facts and/or citations. 8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites. 8.IC.5 Students summarize and paraphrase information in chronological, sequential, or logical order.</p>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Expository Text/Major Points and Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text's main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category – Organization			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand the text’s organization and how that organization serves the writer’s purpose.</p>
<p>8.IC Students read and demonstrate understanding of informational texts.</p>	<p>8.IC.3 Students support conclusions with facts and/or citations.</p> <p>8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</p> <p>8.IC.5 Students summarize and paraphrase information in chronological, sequential, or logical order.</p>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer's major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader's position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category - Information Relationships

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>8.IC Students read and demonstrate understanding of informational texts.</p>	<p>8.IC.3 Students support conclusions with facts and/or citations. 8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites. 8.IC.5 Students summarize and paraphrase information in chronological, sequential, or logical order.</p>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p> <p>8.IA.2 Students comprehend main idea and supporting details in grade-level-appropriate text.</p> <p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages contain elements of fiction, such as personification, tone, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to recognize and understand an author’s development of flashback and foreshadowing, personification, and tone as basic story elements.</p>
<p>8.IB Students read and interpret a variety of literary texts.</p>	<p>8.IB.1 Students make inferences about events, setting, style, tone, mood, and meaning.</p> <p>8.IB.2 Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</p>	<p>Passages contain elements of fiction, such as personification, tone, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to recognize and understand an author’s development of flashback and foreshadowing, personification, and tone as basic story elements.</p>

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Flashback and Foreshadowing

Accuracy

The reader understands flashback and foreshadowing in fiction using details from that story to accurately report how these are used.

Relevance

The reader understands how flashback and foreshadowing are important to a story's plot and theme.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss flashback and foreshadowing.

Personification

Accuracy

The reader identifies personification in a story by using details the author has used to establish personification.

Relevance

The reader describes the importance of personification to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish personification in a story.

Tone

Accuracy

The reader recalls important details and descriptive techniques that establish tone in a story.

Relevance

The reader discusses tone in terms of its relevance to the story's plot and theme.

Sufficiency

The reader reports with adequate details how tone is used in the story.

PAWS Assessment Descriptions – Grade 8 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of flashback and foreshadowing, or personification, or tone in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of flashback and foreshadowing, or personification, or tone in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p> <p>8.IA.2 Students comprehend main idea and supporting details in grade-level-appropriate text.</p> <p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages contain elements of fiction, such as personification, tone, flashback, and point of view.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>8.IB Students read and interpret a variety of literary texts.</p>	<p>8.IB.1 Students make inferences about events, setting, style, tone, mood, and meaning.</p> <p>8.IB.2 Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</p>	<p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 8 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category -Theme

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>8.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>8.IA.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p> <p>8.IA.2 Students comprehend main idea and supporting details in grade-level-appropriate text.</p> <p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages contain elements of fiction, such as personification, tone, flashback, and point of view.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>8.IB.1 Students read and interpret a variety of literary texts.</p>	<p>8.IB.1 Students make inferences about events, setting, style, tone, mood, and meaning.</p> <p>8.IB.2 Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</p> <p>8.IB.3 Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.</p>	<p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	

PAWS Assessment Descriptions – Grade 8 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story's theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader's interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader's interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader's interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurate and logically connected to story elements and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to story elements and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

9th Grade Language Arts

2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
 LANGUAGE ARTS
 NINTH GRADE ENGLISH (LA-09)

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
1	LA-09-01-01	READING: Read a Variety of Independent/Required Reading (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-09-01-02	READING: Read a Variety of Independent/Required Reading (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA-09-02-01	WRITING: Write a Short Story or Reflective Narrative (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA-09-02-02	WRITING: Write Poems (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA-09-02-03	WRITING: Nonfiction and Technical Writing (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA-09-02-04	WRITING: Step Up to Writing Foundation (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA-09-02-05	WRITING: Step Up to Writing Foundation (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA-09-03-01	SPEAKING/LISTENING: Speak, Listen, Respond (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
9	LA-09-03-02	SPEAKING/LISTENING: Research-Based/Technical Speech (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

Recommended BOE Assessment Activities:

Reflective Narrative
 Literary Job Search
To Kill a Mockingbird

**Campbell County School District #1
Gillette, Wyoming**

Language Arts - Grade 9

TS - Ninth-grade English will improve students' proficiency in reading, writing, speaking, and listening. This class will be writing-process based with students writing a personal narrative, a short story, poetry, essays, and a technical report to advance their writing skills. Their study of literature will include short stories, novels, poetry, drama, and nonfiction which will help students gain message and meaning to enhance their reading skills. Other language and usage skills will be presented and utilized to meet students' specific needs. District DSPA's (District Student Performance Assessments) test scores are part of students' grades in all English classes.

SV - Freshman English will provide exposure to a variety of literature to stimulate student proficiency in reading, writing, speaking, thinking, and listening.. Developing an understanding of poetry, fiction, nonfiction, drama, technical reading and writing, public speaking including technology, and active listening are the primary goals of the Freshman English program.

WJSH (English I) - During the first quarter, students will learn and use the writing process. They will do writing in the areas of technical, nonfiction, and short story writing. Students will also read two novels and study short story format. Creating a speech outline and delivering a speech will also be required. Extensive work in vocabulary and conventions will be included in the course as well. During the second quarter students will continue to learn and use the writing process. They will do writing in the areas of poetry and creative writing. Students will also read a novel and a play. A final requirement will be for students to perform in a play in front of the class. Vocabulary and conventions will continue to be emphasized.

Textbook/Resources: Timeless Voices, Timeless Themes - Gold Level, Prentice Hall; Writing and Grammar: Communication in Action - Gold Level, Prentice Hall

LA-09-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.04 Use Strategies to Make Persuasive Presentations
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.07 Use Visual Aids or Technology in Presentations
- LA.11.03.08 Use Strategies to Contribute to Group Discussions
- LA.11.03.09 Listen and Respond to Listener Feedback

The students will use the reading process to demonstrate their understanding of functional, expository, and narrative texts.

LA-09-01-01 - Read a Variety of Independent/Required Reading - 1st Semester (Obj.)

C - Critical--Assessment Reporting Required

Students will demonstrate independent reading and connect a variety of reading materials to their world:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses) to understand a text’s major points and supporting details, to understand the text’s organization and how that organization serves the writer’s purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays from America and various world cultures) to recognize and understand an author’s development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; and read to understand the theme of a story and how the author develops it.

Students will produce products which will demonstrate an understanding of key reading concepts. These products might include:

- book reports
- audio tapes
- editorials
- brochures
- games
- other appropriate products

Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none">• MLA header – name, instructor, Class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• May include other information for individual teacher
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The instructor may choose another method for mapping student progress with reading.

Common Directions: Students, you will read a variety of independent and required materials first semester and you will track this reading through an Excel spreadsheet or other teacher-approved method. You will demonstrate your understanding of key reading concepts, which include pre-reading, vocabulary, and comprehension strategies.

Common Rubric: Variety of Reading rubric

LA-09-01-02 - Read a Variety of Independent/Required Reading - 2nd Semester (Obj.)

C - Critical--Assessment Reporting Required

Students will demonstrate independent reading and connect a variety of reading materials to their world:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses) to understand a text’s major points and supporting details, to understand the text’s organization and how that organization serves the writer’s purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays from America and various world cultures) to recognize and understand an author’s development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; and read to understand the theme of a story and how the author develops it.

Students will produce products which will demonstrate an understanding of key reading concepts. These products might include:

- book reports •audio tapes •editorials
- brochures •games •other appropriate products

Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none"> • MLA header – name, instructor, Class, date • Title • Author • Number of pages 	<ul style="list-style-type: none"> • Lexile score • May include other information for individual teacher
--	--

The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read a variety of independent and required materials second semester and you will track this reading through an Excel spreadsheet or other teacher-approved method. You will demonstrate your understanding of key reading concepts, which include pre-reading, vocabulary, and comprehension strategies.

Common Rubric: Variety of Reading rubric

LA-09-01-03 - Expand Vocabulary (Objective)

S - Supporting

The students will expand vocabulary of grade- and/or content-appropriate words through the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

Step 1: The teacher provides a description, explanation, or example of the new term.

- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:
- Comparing terms
 - Classifying terms
 - Generating metaphors using terms
 - Generating analogies using terms
 - Revising initial descriptions or nonlinguistic representations of terms
 - Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms
- Step 5: Periodically students are asked to discuss the terms with one another
- Step 6: Periodically students are involved in games that allow them to play with the terms.

LA-09-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.07 Use Visual Aids or Technology in Presentations
- LA.11.03.09 Listen and Respond to Listener Feedback

The student will write a short story, poetry, nonfiction, and technical works using all steps of the writing process and numerous Step Up to Writing strategies.

LA-09-02-01 - Write a Short Story or Reflective Narrative (Objective)

C - Critical--Assessment Reporting Required

The students will write a short story or reflective narrative using all parts of the writing process: pre-write, draft, revise, edit, and publish. Grade according to the rubric.

Common Directions:

Students, you will write a short story or reflective narrative using all parts of the writing process including pre-write, draft, revise, edit, and publish.

Common Rubric: Reflective Narrative rubric / PAWS rubric

LA-09-02-02 - Write Poems (Objective)

C - Critical--Assessment Reporting Required

The students will write and interpret at least two types of poetry. They will use all parts of the writing process. Grade according to the rubric.

Common Directions:

Students, you will write and interpret and least two types of poetry using all parts of the writing process.

Common Rubric: Write Poems rubric

LA-09-02-03 - Nonfiction and Technical Writing (Objective)

C - Critical--Assessment Reporting Required

Using all parts of the writing process, students will demonstrate nonfiction and technical writing skills which may include biographies, reflective narrative, essays including persuasive, reports, employment documents (resume, job application, letter of interest, etc.), directions, workplace communications (memos, business letters, surveys, brochures, general reports, proposals, work orders, design, message relay, etc.), or generating web sites. For reflective narrative, use Reflective Narrative Strategies, BOE Assessment Activity #14. For resumes and letters of interest, you may want to use BOE Assessment Activity, “Literary Job Search.”

Common Directions:

Students, you will use all parts of the writing process and demonstrate nonfiction and technical writing skill which may include biographies, reflective narrative, essays, reports, employment documents, directions, workplace communications, or generating web sites.

Common Rubric: Nonfiction and Technical Writing rubric

LA-09-02-04 - “Step Up to Writing” Strategies - 1st Semester (Objective)

C - Critical--Assessment Reporting Required

The learners will demonstrate a knowledge of correct and effective Step Up to Writing skills appropriate to grade level. The following will be practiced and emphasized in all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of Step Up to writing competencies. Results maybe garnered through various writing activities.

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - appropriate length
 - pick and enrich your E’s
 - citing sources: works cited and in-text citations
 - vary and bury transitions
- Master Topic Sentences:
 - Semicolon #10
 - Two Nouns and Two Commas #11
 - Using a Quotation #12
 - Compare/Contrast Words #13
 - Where or When and What’s Happening #14

Note: See pages 376-380 in the booklet for SUTW topic sentences information.

Common Directions:

Students, you will demonstrate knowledge of correct and effective writing skills using Step Up to Writing strategies.

Common Rubric: Step Up to Writing Strategies rubric

LA-09-02-05 - “Step Up to Writing” Strategies - 2nd Semester (Objective)

C - Critical--Assessment Reporting Required

The learners will demonstrate a knowledge of correct and effective Step Up to Writing skills appropriate to grade level. The following will be practiced and emphasized in all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of Step Up to writing competencies. Results maybe garnered through various writing activities.

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - appropriate length
 - pick and enrich your E’s
 - citing sources: works cited and in-text citations
 - vary and bury transitions
- Master Topic Sentences:
 - Semicolon #10
 - Two Nouns and Two Commas #11
 - Using a Quotation #12
 - Compare/Contrast Words #13
 - Where or When and What’s Happening #14

Note: See pages 376-380 in the booklet for SUTW topic sentences information.

Common Directions:

Students, you will demonstrate knowledge of correct and effective writing skills using Step Up to Writing strategies.

Common Rubric: Step Up to Writing Strategies rubric

LA-09-02-06 - Review Sentence Structure, Commas, Capitalization, Usage (Objective)

T - Teach

Students will review and demonstrate knowledge in sentence structure, comma use, capitalization, and usage.

Backward Mapping: **SENTENCE STRUCTURE**

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- Vary sentence length

- Use and punctuate dialogue in text
- Place modifiers correctly when organizing sentences
- Create complex sentences
- Use connectors and transition words correctly
- Recognize complex sentences
- Recognize parallel construction
- Use various strategies to correct non-parallel sentence construction
- Compose varied sentence beginnings

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- | | |
|------------------|-------------------------------------|
| • Series | • Dates and address |
| • Dialogue | • Clauses and phrases |
| • Direct address | • Two independent clauses |
| • Interjections | • Clarity and emphasis |
| • Numbers | • Introductory phrases, clauses |
| • Interruptions | • Enclose information |
| • Appositives | • Enclose titles or initials |
| • Adjectives | • Letter writing: greeting, closing |

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- | | |
|------------------------------|--|
| • Sentences in parenthesis | • Languages, races, nationalities, religions |
| • Sentences following colons | • Days of the week, months, holidays, holy days |
| • Organizations | • Periods, eras, events in history, special events |
| • Titles of courses | • Political parties |
| • Work-cited entries | • Official documents |
| • Acronyms | • Trade names |
| • Geographical names | • Official titles, state nicknames |

Backward Mapping: USAGE

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- | | |
|--|-------------------------------|
| •accept (to agree or take what is offered) | •bawl (cry) |
| •except (leaving out or excluding) | •been (past participle of be) |
| •assistance (help) | •bin (box) |
| •assistants (those who help) | •bread (food) |
| •attendance (presence) | •bred (cultivated) |
| •attendants (escorts) | •but (except) |
| •ball (round object) | •butt (end) |
| | •cheap (inexpensive) |

- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)

- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)

- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA-09-03 SPEAKING/LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.07 Use Visual Aids or Technology in Presentations
- LA.11.03.08 Use Strategies to Contribute to Group Discussions
- LA.11.03.09 Listen and Respond to Listener Feedback

Students will use speaking and listening skills for a variety of purposes and audiences. They will listen and respond appropriately to others.

LA-09-03-01 - Speak, Listen, Respond (Objective)

C - Critical--Assessment Reporting Required

The students will speak, listen, and respond.

Common Directions:

Students, you will speak, listen, and respond in a group discussion.

Common Rubric: Group Discussion rubric

LA-09-03-02 - Research-Based/Technical Speech (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate the ability to be effective users of technology and research sources using MLA format and will present information using formal speaking strategies and PowerPoint.

Common Directions:

Students, you will demonstrate the effective use of technology and research sources using

MLA format and present the information using formal speaking strategies and PowerPoint.

Common Rubric: Public Speaking Skills rubric

LA-09-03-03 - Dramatic Presentation (Objective)

S - Supporting

Students will perform a dramatic presentation including voice, physical actions, and memorization.

last update 3/24/2010 cm

Technology Project

Suggested 9th Grade LA Technology Project

Subject: Research based PowerPoint presentation

CCSD Language Arts Objectives:

LA-09-02-03	Write nonfiction and technical works
LA-09-01-01	Reading a variety of materials
LA-09-03-01	Speak, listen, respond
LA-09-03-02	Use technology effectively
LA-09-03-02	Multi-media research presentation

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentations
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

Use technology based resources to accumulate information.

Managing information:

Have students save research information on the building server/or personal student folder.
Have students organize data in a meaningful way.
Encourage branching within their organization of materials.

Presenting/Communicating Information:

Use Power Point to create a multimedia presentation.
Have students present and explain their projects.
Have students save project to the building server/or personal student folder.

Integrating Technology to Meet Performance Standards:

Have students demonstrate proficiency in meeting the state language arts objectives listed above.

Evaluation:

Evaluate the success of the lesson by using the Public Speaking Skills Rubric.

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9th

Grade

LANGUAGE ARTS

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	Clear, focused and interesting: * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience	Adequate and appropriate detail: * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident	Basic or general development: * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics	Lacks purpose or central idea: * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important * repetitious, disconnect, random thoughts
Organization	Enhances and showcases central idea and theme: * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way	Strong structure which does not confuse the reader: * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis	Some evidence of logical organization: * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement	Lacks clear sense of direction: * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	Individual, compelling, and engaging with consistent use of 1 st or 3 rd person: * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared	Sincere but not fully engaged with use of 1 st or use of 3 rd person: * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places	Sporadically engaged with inconsistent use of person: * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges	Uninvolved or distanced with no regard for correct use of person or uses 2 nd person: * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view
Word Choice	Effectively conveys intended message: * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot	Adequately conveys intended message: * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times	Generally conveys intended message: * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases	Searching to convey message: * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – Trait Analytical Scoring Guide – Page 2

Sentence Fluency	<p>Easy flow, rhythm and cadence</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invited expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * no ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interferes with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1" margins * double spaced * paragraphs indented ½" * title same font and size as body * student # in header on right (½" from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1" * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

PAWS Writing Scoring Guide—Grade 11 Targets

LA-09-02-03 Persuasive Essay

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets
LA-09-02-01 Reflective Narrative

Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

9th Grade – Writing: Write a Short Story – LA-09-02-01

The students will write (and publish) a short story or a reflective narrative.

	4	3	2	1
Organization	The story has a clear beginning, middle, and end. The beginning engages readers by presenting them with details of characters, setting, or plot. The story follows a logical sequence.	The story has a beginning, middle, end, and events follow in some logical sequence.	The story does not have a clear beginning, middle, and end. The sequence of events is sometimes confusing.	The story is missing either a beginning or an end. The relationship between events is often confusing.
Elements of fiction	The plot is interesting, and the conflict is established, developed, and resolved after a gripping climax. Most characters are well-developed through dialogue, actions, and thoughts. Dialogue sounds realistic. Main characters change or grow during the story. The setting is described through vivid sensory language. The point of view is consistent. It conveys an effective unifying personal or universal theme and explains and/or justifies the relationship between personal/universal theme and topic.	The plot makes sense, and the conflict is established, developed, and resolved after a climax. Some characters are well-developed through dialogue, actions, and thoughts. Most dialogue sounds realistic. Main characters change or grow during the story. The setting is clear and some sensory language is used to describe it. The point of view is clear but may not be inconsistent in places. It develops a unifying personal or universal theme and explains the relationship between personal/universal theme and topic	The plot may be hard to follow. The conflict is established and resolved, but it lacks development. The characters are described rather than established through dialogue, action, and thoughts. They show little growth or change. Dialogue for all characters may sound familiar. The setting is identified but not clearly described. The point of view is often inconsistent. It relates a unifying personal or universal theme and identifies the relationship between personal/universal theme or topic	The plot is hard to follow. The conflict is not developed and it may not be resolved in a logical way. The characters are described rather than established through dialogue, action, and thoughts. They lack individuality and do not change. Dialogue may be nonexistent, or it may all sound alike. The setting may be vague, the point of view keeps shifting. It addresses the topic with no development of unifying personal or universal theme.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling. Dialogue is punctuated and formatted correctly.	There are some errors in mechanics, usage, grammar, or spelling. Dialogue may have minor errors in punctuation or format.	There are many errors in mechanics, usage, grammar, or spelling. These sometimes make the story hard to understand. Dialogue is punctuated and formatted inconsistently.	Numerous errors in mechanics, usage, grammar, and spelling interfere with meaning. Dialogue may be indistinguishable from narrative, or it may lack essential elements, such as quotation marks or end punctuation.

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9th Grade – Writing: Write Poems Rubric – LA-09-02-02

The students will write, interpret and publish at least two types of poetry.

	4	3	2	1
Organization & Overall Impact	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject in a new way or in a more potent way than ever before.	The form of the poem is appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject.	The form of the poem should be more appropriate to the subject. The poem enables the reader to see, hear, feel, or think about the subject, but this is accomplished through clichés, workout images, or other predictable choice.	The form of the poem is not appropriate to the subject. The poem does not enable the reader to see, hear, feel, or think about the subject.
Elements of Poetry	Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem; sound devices, such as rhyme alliteration, or onomatopoeia, are used effectively and contribute to the meaning of the poem. Word choice is vivid and exact throughout.	Sensory details and figurative language contribute to the meaning of the poem; sound devices, such as rhyme, alliteration, or onomatopoeia, also add to the meaning of the poem. Most word choices are precise.	Sensory details and figurative language may be overused, underused, or inappropriate to the subject; sound devices, such as rhyme, alliteration, or onomatopoeia, may be overused or underused, or they may fail to add to the meaning of the poem. Word choice may be vague, repetitive, or imprecise.	There is no use – or consistently confusing or inappropriate uses – of sensory details, figurative language, or sound devices. Words may be misused or unclear.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	The poem is difficult to understand at times because of errors in mechanics, usage, grammar, or spelling.	The poem is consistently difficult to understand because of errors in mechanics, usage, grammar, or spelling.

9th Grade Writing: Nonfiction and Technical Writing LA-09-02-03

The students will demonstrate nonfiction technical writing skills, which may include essays (such as persuasive), reports, biographies, employment documents (resume, job applications, letter of interest, etc.), directions, workplace communications (memos, business letters, surveys, brochures, general reports, proposals, work orders, design, message relay, etc.), or web sites.

	Indicators	
	Content/Accuracy/Organized	Presentations/Mechanics
4	All information is accurate and consistent. All facts and materials are relevant to the topic. All information is logically organized for the paper's intended purpose.	Overall appearance is appealing Layout is effective Graphics used effectively 0 mechanical errors
3	Mostly accurate; a few inconsistencies. Most facts and materials are relevant. Information presented is focused on the topic. Most information is logically organized for the paper's intended purpose.	Overall appearance is mostly appealing Layout is mostly effective Few graphics used 1-3 mechanical errors (spelling, punctuation, grammar, word choice)
2	Somewhat accurate; more than a few errors or inconsistencies. Some facts and materials are relevant. Ideas are not presented coherently and transitions are not always smooth. Some information is logically organized for the paper's intended purpose.	Overall appearance is somewhat appealing Layout is somewhat effective Few graphics used 4 or more mechanical errors
1	Mostly inaccurate; several misleading facts. Ideas are not presented coherently. Information is not logically organized for the paper's intended purpose.	Overall appearance suggests lack of effort; not appealing Layout is not effective Ineffective graphics or none used Numerous mechanical errors; distracts from focus

9th Grade – Writing: Step Up to Writing Strategies Rubric
LA-09-02-04, LA-09-02-05

The student will use grammar/usage/mechanics/sentence structure/Step Up to Writing skills correctly in his/her writing.

4	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of five SUTW topic sentences. (Semicolon #10, Two Nouns/Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, and Where or When + What’s Happening #14)
3	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns/Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, and Where or When + What’s Happening #14)
2	The student will be able to show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns/Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, and Where or When + What’s Happening #14)
1	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the five SUTW topic sentences. (Semicolon #10, Two Nouns/Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, and Where or When + What’s Happening #14)

NOTE: See pages 376-380 of this booklet for further explanation on topic sentence information. Consult the SUTW manual for detailed SUTW skills information.

Campbell County School District – Assessment Rubric

Department: Language Arts Course: Grade 9

Essential and Enduring Learning: Reading

Curriculum Code: LA-09-01-01, LA-09-01-02

Task: Connect a variety of reading materials to his/her world. Read to understand and respond to functional, expository, and narrative texts to include such things as directions, schedules, maps, diagrams, the internet, websites, electronic databases, explanations; textbooks, encyclopedias, documentaries, speeches, public documents, print news media, microfiche, almanacs, news, biographies, scientific explanations, historical/political analyses; stories, poems, novels, plays and essays

Indicators

	Write pre-reading questions and link materials to author and time period.	Use context clues to enhance vocabulary and comprehension.	Read and understand literal, interpretive, and applied levels.	Reads a variety of genres.	Quantity (See Required Reading Chart on next page)	Quality Feedback
4	Consistently uses pre-reading strategies and consistently links materials to author of time period.	Clearly understands new words and the material read.	Applies the material and forms strong opinions about the selections read.	Reads functional, expository, and narrative texts beyond required materials.	Reports reading at or above the number of pages per semester required for an A or A+	Students give insightful responses either written or oral when asked to react/respond to reading selections.
3	Frequently uses pre-reading strategies and frequently links materials to author and time period.	Figures out most words and generally understands the reading selections.	Uses prior knowledge to comprehend selections.	Reads required functional, expository and narrative texts.	Reports reading within the range of the number of pages per semester required for a B or C	Student gives acceptable responses either written or oral when asked to react/respond to reading selections.
2	Sometimes uses pre-reading strategies and sometimes links materials to author and time period.	Knows some new words through context clues and has some understanding of the material.	Understands the material at a literal level.	Reads some of the required functional, expository and narrative texts.	Reports reading within the range of the number of pages per semester required for a D	Student gives some acceptable responses either written or oral when asked to react/respond to reading selections.
1	Rarely uses pre-reading strategies and rarely links materials to author and time period.	Has a limited understanding of new words in reading selections.	Has difficulty understanding basic concepts.	Reads little or no required functional, expository and narrative texts.	Reports reading fewer than the number of pages per semester required for a D	Student gives few quality responses either written or oral when asked to react/respond to reading selections.

9th Grade – Read a Variety of Independent/Required Reading Rubric – LA-09-01-01 and LA-09-01-02

The student will read the designated number of pages each semester in addition to the in-class and assigned readings.

Grade	6 weeks	12 weeks	18 weeks
A+	458-467	914-933	1372-1400
A	434-457	868-913	1302-1371
A-	420-433	840-867	1260-1301
B+	411-419	821-839	1232-1259
B	388-410	774-820	1162-1231
B-	374-387	746-773	1120-1161
C+	364-373	728-745	1092-1119
C	341-363	681-727	1022-1091
C-	327-340	653-680	980-1021
D+	318-326	634-652	952-979
D	294-317	588-633	882-951
D-	280-293	560-587	840-881
F	279 + fewer	559 + fewer	839 + fewer

Speaking/Listening: Group Discussion Rubric – LA-09-03-01

The student will participate in group discussion. (Instructor may want to use this rubric for group discussions and panels)

Scores				
Criteria	4	3	2	1
Participation	Student actively participates in discussions through either asking questions or responding to the questions and comments of others. Student willing acts as leader, participant or moderator.	Student mostly participates in discussion. Student acts as leader, participant, or moderator.	Student participates somewhat in discussions. Student reluctantly acts as leader, participant, or moderator.	Student does not participate in discussions and refuses to take on the role of leader, participant, or moderator.
Quality	Student contributes fresh, relevant ideas in a coherent manner.	Student attempts to contribute, but ideas are poorly conveyed or unoriginal.	Student makes few contributions to discussion. Ideas are irrelevant or difficult to follow.	Student contributes no fresh or relevant ideas.
Interpersonal skills	Student is polite and willing to listen to the ideas of others. Treats members of the group with respect and encourages a positive atmosphere.	Student is mostly polite and willing to listen to the ideas of others.	Student is somewhat polite and willing to listen to the idea of others.	Student is impolite and unwilling to listen to the ideas of others.
Presentation	Student speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student mostly speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student sometimes speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student does not speak with a loud, clear voice or maintain eye contact with other members of the group.

Speaking/Listening: Active Listening Rubric – LA-09-03-01

The student will actively listen to a presentation such as a movie, speech, guest speaker, etc.

	4	3	2	1
Listening	Utilizing note taking and nonverbal communication skills, students provides highly useful feedback which integrates speaker information, synthesizes relevant details, and explains speaker’s intent.	Utilizing note taking and nonverbal communication skills, student provides useful feedback which integrates speaker information, synthesizes relevant details, and explains speaker’s intent.	Utilizing note taking and nonverbal communication skills, student provides some useful feedback which integrates speaker information, synthesizes relevant details, and explains speaker’s intent	Utilizing note taking and nonverbal communication skills, student provides no useful feedback which integrates speaker information, synthesizes relevant details, and explains speaker’s intent

9th Grade – Speaking: Public Speaking Skills Rubric – LA-09-03-01 and LA-09-03-02

	4	3	2	1
Ideas/Content	Examples, anecdotes, quotations, analogies, and stories enhance and enrich the ideas. Details chosen are unique and personalized to powerfully impact the listener. If purpose is to persuade, student presents a strong argument, supports reasoning with evidence, and effectively addresses counter-arguments.	Ideas are clearly stated. Specific details support the ideas and clarify the purpose. Details are chosen to help the listener visualize concrete images. Examples are used to clarify ideas and connect the listener. If purpose is to persuade, student presents an argument supported with some reasoning and adequate evidence, and addresses counter-arguments.	Details are sketchy. Ideas are incomplete and not developed. Examples do not clarify or support ideas. If purpose is to persuade, student presents but doesn't develop an argument. Support with reason and/or evidence is weak. Counter-arguments may or may not be addressed.	Presentation has no focus. No main ideas are presented. If purpose is to persuade, student may attempt but does not present an argument. No evidence or counter-arguments are given.
Organization	Introduction grabs attention and gives directions. The whole is greater than the sum of its parts. Conclusion stimulates further thinking or action.	Well-defined introduction and conclusion; logical sequence from beginning to end; ideas flow; and transitions are logical.	Transitions are so obvious that they interfere with the flow. Introduction does not set purpose. Lacks a sense of closure. Ideas are not connected.	Ideas ramble. Presentation has no introduction or conclusion.
Audience Connectedness	Presenter holds audience in the palm of his/her hand. Audience is motivated to further action.	Response to the feedback tool indicates that the audience was connected and engaged in thinking. Presenter responds and adjusts to non-verbal feedback of audience e.g. smiles, nods, leaning forward, etc. Presenter conveys enthusiasm and commitment.	Response to the feedback tools indicates that the audience was unmotivated. Speaker does not respond to non-verbal feedback of audience.	Response to the feedback tools indicates that the audience was apathetic. Speaker is unaware of audience feedback.
Delivery	Speaker personalizes the presentation, building on his/her strengths. Speaker moves about easily in a way that enhances the presentation. Speaker exudes a presence that captures the audience.	Speaker maintains eye contact. Speaker is poised and appears confident. Gestures, posture, and expressions are natural and appropriate.	Speaker lacks confidence. Gestures are forced and awkward. Presentation is disjointed.	Speaker is unprepared and unrehearsed.

Students will participate in oral presentation activities (discussions, panels, formal speaking, or oral interpretation of literature)

Public Speaking Skills Rubric (page 2)

Multimedia/Visual Aid	Multimedia tools enhance speaking. Visual aids are neat, attractive and large enough to see details. The viewing aid and speaker is not a problem. The speaker is competent in using equipment. The speaker used the visual aid effectively.	Appropriate use of basic multimedia tools. The audience had some difficulty seeing the details and the speaker was sometimes in the way of the visual aid. Speaker had some difficulty using the equipment. The aid was somewhat neat and attractive. The speaker made some attempt to use the visual aid.	Appropriate use of basic multimedia tools. The visual aid was too small to see details. The speaker was in the way of the aid. The speaker had many problems using the equipment. The visual aid was poorly constructed. The speaker did not use the visual aid.	No evidence of multimedia tools. No visual aid was used.
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9th Grade – Speak/Listen: Perform a Drama Project Rubric

**LA-09-03-03
(Supportive)**

The student will perform a drama project

	4	3	2	1
Voice/Enunciation	Clear voice, changes tone well	Clear voice, tone change is not obvious	Semi-clear voice, no tone change	Voice difficult to hear, no tone change
Physical Actions	Calculated movements, no unplanned moves (fidgeting)	Calculated movements with limited unplanned movement	Limited calculated movements, unplanned movement	No calculated movements, unplanned movement
Memorization	Knew every line without hesitation, no mistakes	Knew most lines without hesitation, few mistakes	Hesitation and mistakes were common	Lines were read from paper or note cards

NOTE: LA-09-03-03 is a supporting objective, not a critical objective. This rubric is provided but use is not mandatory.

11th

PAWS

Writing and Reading

Rubrics and

Assessment Descriptions

PAWS Writing Scoring Guide—Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading

Grade 11



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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Major Points and Supporting Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer's major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader's position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category - Information Relationships			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.1A.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.1B.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p>11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Character Development

Accuracy

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

Relevance

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

Symbolism

Accuracy

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

Relevance

The reader describes the importance of symbolism to a story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

Mood

Accuracy

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

Relevance

The reader describes the importance of mood to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

PAWS Assessment Descriptions – Grade 11 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story’s theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.

10th Grade Language Arts

2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
LANGUAGE ARTS
SOPHOMORE ENGLISH (LA-10)

WRIGHT & WESTWOOD ONLY:

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
First Semester Objectives		
1	LA-10-01-01	READING: Reading Strategies: Narrative Text (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA- 10-01-02	READING: Read Designated Pages (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA- 10-01-04	READING: Reading Strategies: Functional Text (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA- 10-01-05	READING: Reading Strategies: Expository Text (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA- 10-02-01	WRITING: Reflective Narrative Essay (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA- 10-02-02	WRITING: Persuasive Essay (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Second Semester Objectives		
7	LA- 10-01-03	READING: Read Designated Pages (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA- 10-02-03	WRITING: Research Project (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
9	LA- 10-03-01	SPEAKING: Public Speaking Skills (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

CCHS ONLY:

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
Sophomore Literature Objectives		
1	LA-10-01-01	READING: Reading Strategies: Narrative Text (Literature Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA- 10-01-02	READING: Read Designated Pages (Literature Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA- 10-01-04	READING: Reading Strategies: Functional Text (Literature Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA- 10-01-05	READING: Reading Strategies: Expository Text (Literature Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Sophomore Composition Objectives		
5	LA- 10-01-03	READING: Read Designated Pages (Composition Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA- 10-02-01	WRITING: Reflective Narrative Essay (Composition Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA- 10-02-02	WRITING: Persuasive Essay (Composition Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA- 10-02-03	WRITING: Research Project (Composition Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
9	LA- 10-03-01	SPEAKING: Public Speaking Skills (Composition Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

CCHS Requirement – Late Work Policy – no late work accepted after	
1st Semester:	2 nd Semester
6 weeks - October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd 24 th
Suggested Reading Due Dates –	
1st Semester:	2 nd Semester
6 weeks - October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd 24 th

Recommended BOE Consortium Activities:	
First Semester:	Second Semester:
Poet’s Corner	Detective Research
The Beat Goes On	The Facts Behind the Commercials
Reflective Narratives	Say It Again, Sam
Short Stories	Microtalks
	The Weight of Words

****Note: Sophomore students receive instruction through the same curriculum and common assessments; however, depending on the school, students may complete assessments at different times of the school year.**

**Campbell County School District #1
Gillette, Wyoming**

**Language Arts
Sophomore English**

Sophomore English is designed to develop students' reading, writing, speaking, and thinking skills through an integrated approach to literary development. It includes the reading of short stories, poetry, dramas, novels, and nonfiction, with discussion and writing a prime focus. Students will be challenged to read, think, speak, and write on the literal, interpretive, and applied levels. Writing will include personal narrative, research, poetry, persuasive and expository essays and will utilize writing process strategies. Career exploration will be included in the writing activities. In addition, students will read 1800 pages each semester out of class.

Prerequisite: B" or above GPA; instructor recommendation required.

Textbook: Timeless Voices, Timeless Themes - Platinum Level, Prentice Hall; Writing and Grammar: Communication in Action - Platinum Level, Prentice Hall

LA- 10-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.2 Demonstrate Understanding of Literary Texts
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.1 Speak for Variety of Purposes
- LA11.3.2 Use Others'/Own Works for Effective Speaking
- LA11.3.5 Present Oral Interpretations of Literature
- LA11.3.6 Use Effective Delivery Skills
- LA11.3.8 Use Strategies to Contribute to Group Discussions
- LA11.3.9 Listen and Respond to Listener Feedback

The students will read, respond, and make connections to major works of World Literature. The students will write and answer factual, interpretive, and evaluative questions using appropriate support from works being studied.

**LA- 10-01-01 - Reading Strategies: Narrative Text (1st Semester/Literature Semester)
(Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate well-developed reading skills by utilizing pre-reading, during-reading, and post-reading strategies to connect to, understand, and respond to a variety of functional, expository, and narrative text.

Common Directions:

Students, you will demonstrate use of pre-reading, during-reading, and post-reading strategies to respond to a written text.

Common Rubric: Narrative Reading Rubric

LA- 10-01-02 - Read Designated Pages (1st Semester/Literature Semester) (Objective)

C - Critical--Assessment Reporting Required

In addition to in-class and assigned reading, the students will read and respond to a variety of outside literature. Students will use spreadsheet to keep track of required reading pages. Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none">• MLA header – name, instructor, Class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• May include other information for individual teacher
---	---

The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read and respond to a designated number of pages of independent reading by the end of the semester and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Reading Designated Pages Rubric

LA- 10-01-03 - Read Designated Pages (2nd Semester/Composition Semester) (Objective)

C - Critical--Assessment Reporting Required

In addition to in-class and assigned reading, the students will read and respond to a variety of outside literature, including a minimum of 3 “classics.”

Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none">• MLA header – name, instructor, Class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• May include other information for individual teacher
---	---

The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read and respond to a designated number of pages of independent reading by the end of the semester and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Reading Designated Pages Rubric

**LA- 10-01-04 - Reading Strategies: Functional Text (1st Semester/Literature Semester)
(Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate well-developed reading skills by utilizing pre-reading, during-reading, and post-reading strategies to connect to, understand, and respond to a variety of functional, expository, and narrative text.

Common Directions:

Students, you will demonstrate use of pre-reading, during-reading, and post-reading strategies to respond to a written text.

Common Rubric: Functional Reading Rubric

**LA- 10-01-05 - Reading Strategies: Expository Text (1st Semester/Literature Semester)
(Objective)**

C - Critical--Assessment Reporting Required

The students will demonstrate well-developed reading skills by utilizing pre-reading, during-reading, and post-reading strategies to connect to, understand, and respond to a variety of functional, expository, and narrative text.

Common Directions:

Students, you will demonstrate use of pre-reading, during-reading, and post-reading strategies to respond to a written text.

Common Rubric: Expository Reading Rubric

LA- 10-01-06 - Read/Respond to a Drama (Objective)

S - Supporting

The students will read and respond to a drama as a means to explore another genre of writing.

LA- 10-01-07 - Six Steps to Effective Vocabulary Instruction (Objective)

S - Supporting

The students will expand vocabulary of grade- and/or content-appropriate words through the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

- Step 5: Periodically students are asked to discuss the terms with one another
- Step 6: Periodically students are involved in games that allow them to play with the terms.

LA- 10-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.2 Demonstrate Understanding of Literary Texts
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.3 Use Strategies to Organize Formal Presentations
- LA11.3.4 Use Strategies to Make Persuasive Presentations

The students will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing a research-based nonfiction paper, persuasive timed essay, and personal narrative essay. Students will demonstrate skills in word processing.

LA- 10-02-01 - Reflective Narrative Essay (1st Semester/Composition Semester) (Objective)

C - Critical--Assessment Reporting Required

Students will demonstrate varied and flexible writing skills utilizing the seven traits of writing to write a reflective narrative essay. Students will include evidence (including pre-writing, drafting, revising, editing) of their use of the writing process. Students will use technology to enhance the writing process. This may include but is not limited to word processing, spell check, and grammar check.

Common Directions:

Students, you will write a reflective narrative essay about a prompt provided by the teacher.

Common Rubric: PAWS Reflective Narrative Rubric / 7 Traits Rubric

LA- 10-02-02 - Persuasive Essay (1st Semester/ Composition Semester) (Objective)

C - Critical--Assessment Reporting Required

Students will write a persuasive essay, on a prompt provided by the teacher. The students will utilize the Step Up to Writing format and include evidence of effective use of T-charts, paragraph structure, and sophisticated topic sentences.

Common Directions:

Students, you will write an in-class timed persuasive essay about a prompt provided by the teacher.

Common Rubric: PAWS Persuasive Essay Rubric / 7 Traits Rubric

LA- 10-02-03 - Research Project (2nd Semester/ Composition Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will write a research-based piece of transactional writing utilizing available communication technologies (such as the Internet, e-mail, electronic search, etc.). This writing may discuss, but is not limited to, career choices, relative education, cost, and other information related to making informed decisions regarding a future profession. Students

will demonstrate mastery of technical reading and writing skills. The students will include evidence (including pre-writing, drafting, revising, and editing) of their use and the writing process. Students will need to show use of MLA format, in-text citations, and work cited format. Students will use technology to enhance the writing process. This may include, but is not limited to:

- mind maps
 - spell check
 - word processing
 - brainstorming templates
 - grammar check
- (See Technology Project following the Curriculum Guide)

Common Directions:

Students, you will write a research-based essay about a prompt provided by the teacher.

Common Rubric: Research and Writing Process Rubric

LA- 10-02-04 Step Up to Writing Strategies (1st Semester) (Objective)

S - Supporting

Students will use appropriate Step Up to Writing strategies while engaged in writing:

Step Up to Writing:

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay:
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources: works cited and in-text citations, internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Master Topic Sentences:
 - Occasion/Position #1
 - Power (Number) #2
 - However #3
 - And, But, and Or #4
 - Prepositions #5

Note: See pages 376-380 of this booklet for SUTW topic sentence information.

LA- 10-02-05 Step Up to Writing Strategies (2nd Semester) (Objective)

S - Supporting

Students will use appropriate Step Up to Writing strategies while engaged in writing:

Step Up to Writing:

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay:
 - Appropriate length
 - Pick and enrich your E's

- Citing sources: works cited and in-text citations, internet sources
- More sophisticated transitions
- Introductions and conclusions
- Master Topic Sentences:
 - Occasion/Position #1
 - Power (Number) #2
 - However #3
 - And, But, and Or #4
 - Prepositions #5

Note: See pages 376-380 of this booklet for SUTW topic sentence information.

LA- 10-02-06 - Grammar and Usage (Objective)

T - Teach

The students will use the writing process and will demonstrate correct grammar and usage while writing.

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- Recognize complex sentences
- Compose varied sentence beginnings
- Determine non-parallel construction and correct it
- Create complex sentences
- Use and punctuate dialogue in text

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- | | |
|-------------------|------------------------------------|
| •Series | •Dates and addresses |
| •Dialogue | •Two independent clauses |
| •Direct address | •Clarity and emphasis |
| •Interjections | •Introductory phrases, clauses |
| •Numbers | •Enclose information |
| •Interruptions | •Enclose titles or initials |
| •Appositives | •Letter writing: greeting, closing |
| •Adjectives | •Nonrestrictive phrases, clauses |
| •Clauses, phrases | •Parenthetical/contrasted elements |

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- Sentences in parentheses
- Sentences following colons
- Organizations
- Titles of courses
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions

- Days of the week, months, holidays, and holy days
- Periods, events in history; special events
- Political parties
- Official documents
- Trade names
- Official titles, state nicknames

Backward Mapping - USAGE:

Students will demonstrate mastery in using the right word (homonyms/near-misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- | | |
|--|------------------------------------|
| •accept (to agree or take what is offered) | •flew (did fly) |
| •except (leaving out or excluding) | •flu (influenza) |
| •assistance (help) | •grate (grind) |
| •assistants (those who help) | •great (large) |
| •attendance (presence) | •idle (lazy) |
| •attendants (escorts) | •idol (god) |
| •ball (round object) | •instance (example) |
| •bawl (cry) | •instants (short periods of time) |
| •been (past participle of be) | •loan (something borrowed) |
| •bin (box) | •lone (single) |
| •bread (food) | •lose (to misplace or fail to win) |
| •bred (cultivated) | •loose (free or untied) |
| •but (except) | •manner (style) |
| •butt (end) | •manor (estate) |
| •cheap (inexpensive) | •mantle (cloak) |
| •cheep (bird call) | •mantel (over fireplace) |
| •chute (slide) | •medal (award) |
| •shoot (discharge gun) | •metal (an element like iron) |
| •coarse (rough) | •might (may; strength) |
| •course (path; school subject) | •mite (insect) |
| •complement (complete set) | •miner (coal digger) |
| •compliment (praise) | •minor (juvenile) |
| •council (legislative body) | •missed (failed to attain) |
| •counsel (advise) | •mist (fog) |
| •crews (groups of workers) | •naval (nautical) |
| •cruise (sail) | •navel (depression in stomach) |
| •dual (two) | •pain (discomfort) |
| •duel (formal combat) | •pane (window glass) |
| •fare (cost of transportation) | •patience (composure) |
| •fair (honest; bazaar) | •patients (sick persons) |
| •feat (accomplishment) | •peal (ring) |
| •feet (plural of foot) | •peel (pare) |
| •fewer (number of separate units) | •pedal (ride a bike) |
| •less (bulk quantity) | •petal (colored part of a flower) |
| •flea (insect) | •peddle (sell) |
| •flee (run away) | •profit (benefit) |
| | •prophet (seer) |

- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition
or as a direct object)

LA- 10-03 SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.1 Speak for Variety of Purposes
- LA11.3.3 Use Strategies to Organize Formal Presentations
- LA11.3.4 Use Strategies to Make Persuasive Presentations
- LA11.3.6 Use Effective Delivery Skills
- LA11.3.7 Use Visual Aids or Technology in Presentations
- LA11.3.8 Use Strategies to Contribute to Group Discussions
- LA11.3.9 Listen and Respond to Listener Feedback

The students will participate in group discussions, and they will prepare and deliver a persuasive speech.

LA- 10-03-01 - Public Speaking Skills (2nd Semester/ Composition Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate experience and mastery of public speaking skills by presenting formal speeches which may include audio presentations, oral interpretations, technology presentations (PowerPoint, iMovie, etc), and which meet the following guidelines:

- Content:
 - Selection of material appropriate for audience and purpose.
 - Selection of ideas to fit within the given format.
 - Review and application of information from outside sources.
- Organization:
 - Introduction, hook, audience appeal, preview, thesis.
 - Body: clear and varied information from outside sources.
 - Conclusion: review, re-appeal, closure.
- Presentation:
 - Gestures
 - Eye contact
 - Use of presentation material--lectern, notes
 - Movement
 - Vocal variety

Common Directions:

Students, you will demonstrate public speaking skills by delivering a formal speech.

Common Rubric: Public Speaking Skills Rubric

LA- 10-03-02 - Listening Process (2nd Semester) (Objective)

S-Supporting

Students will demonstrate active listening techniques utilizing note-taking and nonverbal communication skills (eye contact, posture, etc.) to provide speaker feedback (verbal or written which demonstrates student ability to integrate information, synthesize relevant details, and explain speaker's intent) of an oral presentation given by the speaker, other students, or an outside presenter.

last update 6/1/2010 cm

Sophomore English Mapping

Sophomore English Mapping (CCHS)

Sophomore Literature (one-semester class) Sophomore Composition (one-semester class)

I. DSPA's:

Critical Objectives:

A. Sophomore Literature:

- *Reading Strategies--Functional Text
- *Reading Strategies--Expository Text
- *Reading Strategies--Narrative Text
- *Reading Designated Pages

B. Sophomore Composition:

- *Reflective Narrative Essay
- *Persuasive Essay
- *Research Project
- *Reading Designated Pages
- *Public Speaking Skills

Supporting Objectives:

A. Sophomore Literature:

- *Read/Respond to a Drama
- *Six Steps to Effective Vocabulary Instruction

B. Sophomore Composition:

- *Step Up to Writing Strategies
- *Listening Process

II. Teaching Units:

A. Sophomore Literature:

- *Reading Strategies (required)
- *Short Stories
- *Poetry
- *Drama
- *Novel
- *Non-fiction—expository and functional

B. Sophomore Composition:

- *Reflective Narrative Essay (required)
- *Persuasive Essay (required)
- *Career Unit (required)
- *Research Project (required)
- *Speaking/Listening (required)

III. Skills and Strategies:

A. Reading:

- >Build Background Knowledge (BBK)
- >Establish Purpose (EP)
- >Mark the Text (MT)
- >Ask Questions (AQ)
- >Reread (RR)
- >Make Inferences: predict, visualize, vocabulary, summarize, interpret (MI)
- >Apply: text-to-self, text-to-text, text-to-world (AP)

B. Writing:

- >Prewrite
- >Draft
- >Revise (content, organization, voice),
- >Edit (word choice, sentence fluency, conventions)
- >Publish (presentation)

C. Speaking:

- >Three Trait Speaking Qualities: content, organization, delivery

IV. Common Assessments:

- A. Reading Strategies—Narrative Text DSPA: 9th week, 1st semester
- B. Reflective Narrative Essay DSPA: 15th week, 1st semester
- C. Speaking Skills: 9th week, 2nd semester

V. Sophomore English Vocabulary:

1. Alliteration
2. Allusion
3. Analogy
4. Characterization
5. Figurative Language
6. Flashback
7. Foreshadowing
8. Hyperbole
9. Irony
10. Metaphor
11. Mood
12. Personification
13. Plot Structure
14. Point of View
15. Simile
16. Symbol
17. Theme
18. Tone

Title	Author	Date	# pages	Cumulative Total	Book Lexile
The Sun Also Rises	Ernest Hemingway	9/15/05	259	259	610
On the Road	Jack Kerouac	10/3/05	310	569	930
		3 Week Total	569		
The Catcher in the Rye	JD Salinger	10/15/05	277	846	790
Huck Finn	Mark Twain	11/1/05	292	1138	990
		6 Week Total	569		
Walden, or a Life in the Woods	Henry David Thoreau	11/21/05	278	1416	NA
		9 Week Total	278		
Zen and the Art of Motorcycle Maintenance	Robert Pirsig	12/4/05	436	1852	1040
		12 Week Total	436		
The Kite Runner	Khaled Hosseini	12/23/05	324	2176	840
		15 Week Total	324		
A Lesson Before Dying	Ernest Gaines	1/2/06	256	2432	750
Night	Elie Wiesel	1/2/06	109	2541	590
		18 Week Total	365		
		Semester Total	2541		

Technology Project

Suggested 10th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA- 10-02-03 Research Project

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentation
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and on-line
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations, respond appropriately, and archive the information

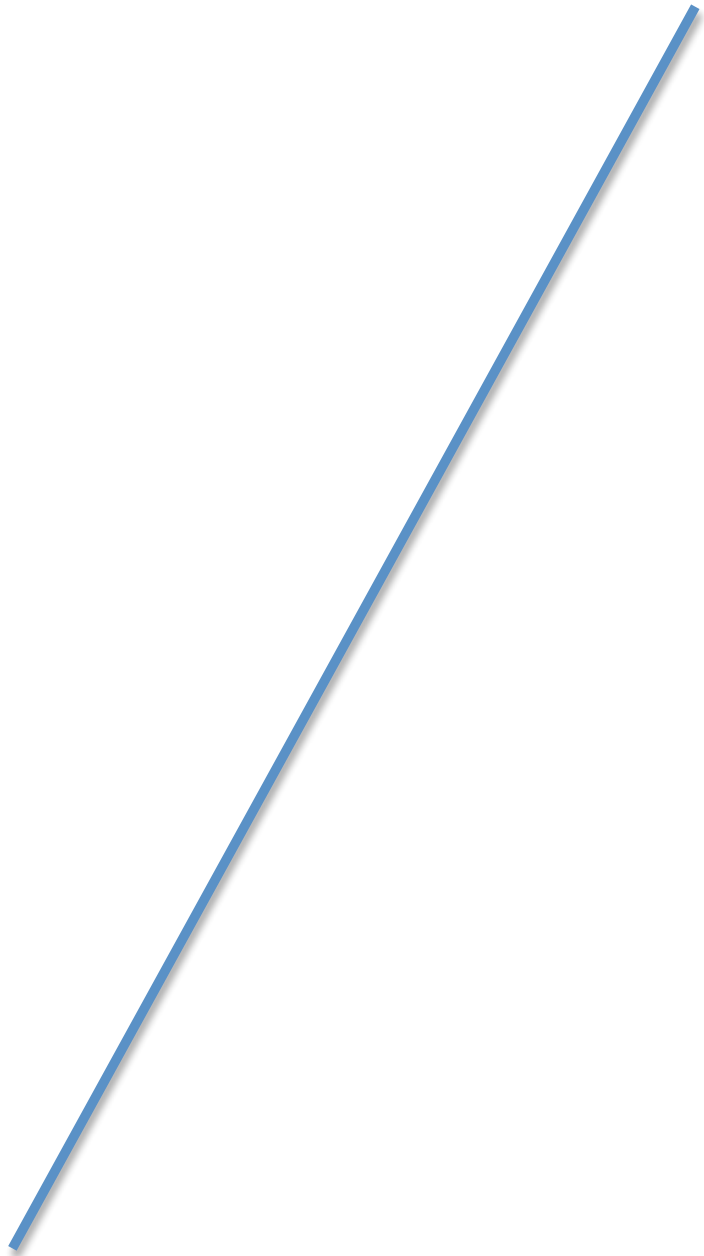
Integrating Technology to Meet Performance Standards:

Meet rubric guidelines for appropriate/identified DSPA's, as well as state and district guidelines

Evaluation:

Technology rubric

R
U
B
R
I
C
S



10th Grade
LANGUAGE ARTS

10th Grade Vocabulary Terms

Terms sophomores should know by end of sophomore year.

10th Grade Terms: **BOLD TEXT** 11th Grade Terms: PLAIN TEXT

Alliteration		Repetition of consonant sound at beginning of word
Allusion	PAWS	Reference to well-known person, place, event, lit work, work of art
Analogy	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
Characterization	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
Figurative language	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
Flashback	PAWS	Interrupts chronological order to relate event from earlier time
Foreshadowing	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
Hyperbole	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
Irony	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
Metaphor	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
Mood	PAWS	Atmosphere = feeling created by a work
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama

10th Grade Vocabulary Terms

Terms sophomores should know by end of sophomore year.

10th Grade Terms: **BOLD TEXT** 11th Grade Terms: PLAIN TEXT

Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment
Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
Personification	PAWS	Nonhuman subjects given human characteristics
Plot structure	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
Point of view	PAWS	Perspective from which a story is told: 1 st , 3 rd
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
Simile	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
Symbolism	PAWS	Anything standing for something else
Theme	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
Tone	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
Standardized Test Words:		
Analyze		Break apart; study the pieces
Compare		Tell all the ways they're alike
Contrast		Tell all the ways they're different
Describe		Paint a picture with words; tell all about
Evaluate		Judge, tell in your own words
Explain		Tell how, put it in your own words
Formulate		Put together, create
Infer		Make a good guess; read between the lines
Predict		Make a guess; tell what will happen next
Summarize		Sum it up; give me the short version
Support		Give the facts, back up with details
Trace		Outline, list in steps

Research and Writing Process Rubric

* LA-10-02-03 and * LA-H1-02-03

	4	3	2	1
Traits Ideas and Content	<p>Clear, focused and interesting</p> <ul style="list-style-type: none"> * holds reader's attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what's important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme</p> <ul style="list-style-type: none"> * compelling order and structure * relevant, original title, if required * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title, if required, present and appropriate * logical sequencing most of the time * flows smoothly most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title, if required, uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate * transitions confusing or absent * choppy
Style	<p>Voice:</p> <ul style="list-style-type: none"> * individual, compelling, and engaging, sense the person behind the words <p>Word Choice:</p> <ul style="list-style-type: none"> * lively verbs and precise nouns and modifiers <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * varied length and structure creating easy flow, rhythm and cadence 	<p>Voice:</p> <ul style="list-style-type: none"> * sincere but not fully engaged; pleasant, personable, but not compelling <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers often refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * clear in a routine fashion; generally correct construction 	<p>Voice:</p> <ul style="list-style-type: none"> * sporadically engaged; lacks enthusiasm <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers occasionally refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * sentences constructed correctly but do not hang together 	<p>Voice:</p> <ul style="list-style-type: none"> * uninvolved or distanced <p>Word Choice:</p> <ul style="list-style-type: none"> * vague, limited language <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * incomplete and rambling; no sentence sense

Conventions	<p>Clear control of conventions with minor editing</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with moderate editing</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult word remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, dashes, apostrophes, semi-colons, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semi-colons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication 	<p>Little or no control of conventions with extensive editing</p> <ul style="list-style-type: none"> * frequent spelling errors even on common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication
Documentation	<ul style="list-style-type: none"> * in-text citation carefully and accurately done 	<ul style="list-style-type: none"> * some errors with in-text citations, mainly in form 	<ul style="list-style-type: none"> * too many errors with in-text citations, more citations needed 	<ul style="list-style-type: none"> * no in-text citations included in the paper
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable 11 or 12-pt. font * 1” margins * double spaced * modified block form * paragraphs indented ½” * title same font and size as body 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * modified block form * double spaced * standard, easily readable font * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard * single spaced * block form (no indentation of paragraphs) 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

Scoring Scale: **Adv = 20 – 24** **Pro = 15 – 19** **Bas = 10 – 14** **Below Basic = 6 – 9**

Note: This rubric assumes that the paper presented to the instructor will be completed in MLA format using a font no larger than a size 12.

Research and Writing Process Rubric

* LA-10-02-03 and * LA-H1-02-03

	4	3	2	1
Traits Ideas and Content	<p>Clear, focused and interesting</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme</p> <ul style="list-style-type: none"> * compelling order and structure * relevant, original title, if required * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title, if required, present and appropriate * logical sequencing most of the time * flows smoothly most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title, if required, uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate * transitions confusing or absent * choppy
Style	<p>Voice:</p> <ul style="list-style-type: none"> * individual, compelling, and engaging, sense the person behind the words <p>Word Choice:</p> <ul style="list-style-type: none"> * lively verbs and precise nouns and modifiers <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * varied length and structure creating easy flow, rhythm and cadence 	<p>Voice:</p> <ul style="list-style-type: none"> * sincere but not fully engaged; pleasant, personable, but not compelling <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers often refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * clear in a routine fashion; generally correct construction 	<p>Voice:</p> <ul style="list-style-type: none"> * sporadically engaged; lacks enthusiasm <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers occasionally refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * sentences constructed correctly but do not hang together 	<p>Voice:</p> <ul style="list-style-type: none"> * uninvolved or distanced <p>Word Choice:</p> <ul style="list-style-type: none"> * vague, limited language <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * incomplete and rambling; no sentence sense

Research and Writing Process Rubric
*** LA-10-02-03 and * LA-H1-02-03 (Page 2)**

<p>Conventions</p>	<p>Clear control of conventions with minor editing * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish</p>	<p>Reasonable control of conventions with moderate editing * reasonable correct spelling; difficult word remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, dashes, apostrophes, semi-colons, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication</p>	<p>Some control of conventions with significant editing * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semi-colons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * not ready for publication</p>	<p>Little or no control of conventions with extensive editing * frequent spelling errors even on common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication</p>
<p>Presentation</p>	<p>Form and presentation enhance readability: * standard, easily readable 11 or 12-pt. font * 1” margins * double spaced * modified block form * paragraphs indented ½” * title same font and size as body</p>	<p>Effective form and presentation: * legible and neat * final draft quality with room for improvement * consistent use of font and size * modified block form * double spaced * standard, easily readable font * quadruple space between paragraphs * margins less/more than 1” * justified margins</p>	<p>Understandable form and presentation: * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard * single spaced * block form (no indentation of paragraphs)</p>	<p>Garbled form and presentation: * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten</p>

Scoring Scale: **Adv = 20 – 24** **Pro = 15 – 19** **Bas = 10 – 14** **Below Basic = 6 – 9**

Note: This rubric assumes that the paper presented to the instructor will be completed in MLA format using a font no larger than a size 12.

10th Grade English – Timed Writing Rubric: LA-10-02-02 and LA-H1-02-02

6 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development:</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clearly but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * compelling order and structure * relevant title * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title present and appropriate * logical sequencing most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate
Voice	<p>Individual, compelling, and engaging:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * appropriate for audience and purpose * honest, personal, from the heart * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communications but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

6 – Trait Analytical Scoring Guide – Page 2

Sentence Fluency	<p>Easy flow, rhythm and cadence:</p> <ul style="list-style-type: none"> * enhances meaning * varied length and structure * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish * will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or being in wrong places * requires polishing for publication * will understand and apply Step Up to Writing strategies and will demonstrate understanding of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * not ready for publication * will be able to show some understanding and application of Step Up to Writing strategies and attempt to demonstrate understanding of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Little or no control of conversations with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication * may attempt Step Up to Writing strategies but will show little or no understanding and will show little or no mastery of the three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13)
Notes:				

PAWS Writing Scoring Guide—Grade 11 Targets

(could be used for LA-10-02-02 and LA-H1-02-02)

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

(could be used for LA-10-02-01 and LA-H1-02-01)

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

10th Grade – Writing: Step Up to Writing Strategies Rubric
LA-10-02-04, LA-10-02-05, LA-H1-02-04 and LA-H1-02-05

The student will use *Step Up to Writing* skills correctly in his/her writing

4	The student will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
3	The student will understand and apply Step Up to Writing strategies and will demonstrate understanding of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
2	The student will show some understanding and application of Step Up to Writing strategies and attempt to demonstrate understating of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
1	The student may attempt Step Up to Writing strategies but will show little or no mastery of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)

NOTE: Consult your SUTW manual for detailed SUTW skills information.

Scoring Rubric for Reading Skills

Name _____
Date _____ **Score** _____

Department: Language Arts **Course:** Sophomore English

Essential and Enduring Learning: Reading Skills Process

Curriculum Code: LA-10-01-01 LA-H1-01-01

Task: Students will read to connect to, to understand and to respond to a variety of functional, expository and narrative texts to include such things as directions, schedules, maps, diagrams, the internet, websites, electronic databases, explanations; textbooks, encyclopedias, documentaries, speeches, public documents, print news media, microfiche, almanacs, news, biographies, scientific explanations, historical/political analyses; stories, poems, novels, plays, and essays

Product: Mind maps, story boards, discussions, tests, essays, pre-reading guides and strategies, SUTW paragraphs

NARRATIVE READING DSPA
LA-10-01-01/LA-H1-01-01

Directions: Put the class heading (your name, my name, class, and date) in the upper left hand corner of **THIS** answer sheet . ALL answers on this answer sheet must be fully and clearly explained in complete sentences.

1. BUILD BACKGROUND KNOWLEDGE:

A. Read the title of the story on page _____. Write down (in the space below) two predictions of what this story might be about based on the title--use complete sentences.

2. ESTABLISH A PURPOSE:

A. Establish a purpose for reading this story by using **KEY WORDS** from the title to create a question about this story--this question will become your purpose for reading the story. Write the question down in the space below.

3. MARK THE TEXT and REREAD:

A. Use your sticky notes to mark the text as you read the story. Put a sticky note next to **ANYTHING** that connects to the purpose question you wrote down in #2.

B. Use the information you marked with sticky notes to write an answer to your purpose question you wrote for #2. Make sure you answer your purpose question fully, completely, and use specific details from the story to explain your answer below. Reread those parts of the story that are unclear or confusing before you write your answer.

4. MAKE AN INFERENCE, REREAD, and ASK QUESTIONS:

A. Write **one** fully developed, Step-Up-To-Writing paragraph explaining what you think is the most important theme in this story. In other words, explain what you think is the most important idea about life that the author is trying to say to you in this story. Reread those parts of the story that will help you understand the theme before you write your answer.

5. APPLY: TEXT-TO-SELF, TEXT-TO-TEXT, and TEXT-TO-WORLD: (Write your answers to #5 on a separate piece of paper.)

Use complete sentences to **explain A, B, and C:**

A. One text-to-self connection between this story and yourself.

B. One text-to-text connection between this story and a text you have read or viewed (could be a book, magazine, newspaper article, song, etc. or a TV program, movie, video game, etc.).

C. One text-to-world connection between this story and something in the real world (could be a news event, historical event, historical person, famous person, etc.).

Narrative Reading Rubric

LA-10-01-01/LA-H1-01-01

	4	3	2	1
Build Background Knowledge	Student makes two predictions using full sentences.	Student makes one prediction or uses incomplete sentences.	Student makes incomplete predictions.	Student makes no predictions.
Establish a Purpose	Student creates an insightful question using key words from the title to establish a purpose for reading.	Student creates a question to establish a purpose for reading, but does not use key words from the title.	Student attempts to create a question, but more development and use of key words required.	Student makes no attempt to create a question to establish a purpose.
Mark the Text and Reread	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question fully and completely, using specific details from the story.	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question, but more details needed for a full, complete response.	Student only marks some of the text or fails to adequately respond to the purpose question.	Student makes no attempt to mark the text or respond to the purpose question.
Make an Inference, Reread, and Ask Questions	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student explains theme and author's purpose and provides adequate details from the text.	Student writes the SUTW paragraph, but more development needed. Student explains theme and author's purpose and provides some details from the text.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Discussion of theme, author's purpose, or use of details may be inadequate.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.
Apply Text-to-Self, Text-to-Text, and Text-to-World	Using complete sentences, the student makes relevant connections (text-to-self, text-to-text, and text-to-world) using the story, and provides explanations for each connection.	Using complete sentences, the student makes connections to two of the three categories and provides explanations for each connection.	Student uses incomplete sentences, the student only connects to text-to-self, text-to-text, or text-to-world and does not provide explanations for the connections made.	Student makes no attempt to connect to text-to-self, text-to-text, or text-to-world.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Name: _____

Date: _____

Class: _____

EXPOSITORY READING DSPA

Directions: Before, during, and after reading the article given to you, complete numbers one through five. ALL answers must be fully and clearly explained and must be readable. Read the directions carefully--remember, this is a DSPA, so do your best work.

1. BUILD BACKGROUND KNOWLEDGE:

A. Read the titles, subtitles, any information in bold, etc. Do not read the paragraphs yet. Use the information you read to gather clues about what this article will be about.

B. Write down two things you now know about this article--remember, all answers must be fully explained and readable.

2. ESTABLISH A PURPOSE:

A. Establish a purpose for reading this article by using KEY WORDS from the title to create a question about this article--this question will become your purpose for reading the article. Write the question down in the space below.

3. MARK THE TEXT:

A. Use your highlighter to mark the text as you read the article. Highlight ANYTHING that answers the purpose question you wrote down in #2.

B. Use the information you highlighted to write an answer to your purpose question. Make sure you answer your purpose question fully, completely, and use specific details that you highlighted to explain your answer below. Reread those parts of the article that are unclear or confusing before you write your answer.

4. MAKING INFERENCES:

A. Write one fully developed, Step-Up-To-Writing paragraph (begin with a topic sentence stating the main point of your paragraph, explain the topic sentence using specific details and examples from the article, and finish with a concluding sentence that makes a final statement about the main point of your topic sentence) summarizing what this article is about.

5. APPLY: TEXT-TO-SELF, TEXT-TO-TEXT, and TEXT-TO-WORLD:

Use complete sentences and fully explain each connection made to answer A, B, **AND** C below:

A. Explain one text-to-self connection between this article and yourself.

B. Explain one text-to-text connection between this article and another text (could be a book, magazine, newspaper article, song, TV program, movie, video game).

C. Explain one text-to-world connection between this article and something in the real world (could be a current event, historical event, historical person, famous person).

	4	3	2	1
Build Background Knowledge	Student makes two predictions using full sentences.	Student makes one prediction or uses incomplete sentences.	Student makes incomplete predictions.	Student makes no predictions.
Establish a Purpose	Student creates an insightful question using key words from the title to establish a purpose for reading.	Student creates a question to establish a purpose for reading, but does not use key words from the title.	Student attempts to create a question, but more development and use of key words required.	Student makes no attempt to create a question to establish a purpose.
Mark the Text and Reread	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question fully and completely, using specific details from the story.	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question, but more details needed for a full, complete response.	Student only marks some of the text or fails to adequately respond to the purpose question.	Student makes no attempt to mark the text or respond to the purpose question.
Make an Inference, Reread, and Ask Questions	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student fully and completely summarizes the article.	Student writes the SUTW paragraph, but more development needed. Student provides an adequate summary of the article.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Student provides an inadequate summary.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.
Apply Text-to-Self, Text-to-Text, and Text-to-World	Using complete sentences, the student makes relevant connections (text-to-self, text-to-text, and text-to-world) using the story, and provides explanations for each connection.	Using complete sentences, the student makes connections to two of the three categories and provides explanations for each connection.	Student uses incomplete sentences, the student only connects to text-to-self, text-to-text, or text-to-world and does not provide explanations for the connections made.	Student makes no attempt to connect to text-to-self, text-to-text, or text-to-world.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Name: _____

Date: _____

Class: _____

FUNCTIONAL READING DSPA

1. BUILD BACKGROUND KNOWLEDGE:

- A. Put the class heading (your name, my name, date, and class period) in the upper left hand corner of **THIS** answer sheet.
- B. This Functional Reading DSPA is testing how well you can use your reading strategies to correctly follow these directions. Read each set of directions on this page carefully and write all answers on this page--ALL answers on this answer sheet must be fully and clearly explained and must be readable.
- C. There should be no talking as this is a test--raise your hand if you need something and I will help if I can. Good luck!

2. ESTABLISH A PURPOSE:

- A. To complete this DSPA, you are going to be doing a puzzle. The highest possible score a person can get on the puzzle is 40. Your reading purpose is to follow the directions on the puzzle so that you can get as high a score as possible.

3. MARK THE TEXT:

- A. You need one highlighter and one puzzle.
- B. Put your name at the top of the puzzle.
- C. Read the two paragraphs underneath the puzzle and highlight the directions you will need to follow to score well on the puzzle.

4. ASK QUESTIONS and REREAD:

1. Reread the directions you highlighted, ask yourself any questions you are unsure of, then reread the directions again so that you can do the puzzle correctly. If you do it incorrectly, you will receive no score for the puzzle.

5. MAKE INFERENCES and APPLY (text-to-self):

- A. Do the puzzle, add up your score, and write your score next to your name.
- B. Write one fully developed, Step-Up-To-Writing paragraph (begin with a topic sentence stating the main point of your paragraph, explain the topic sentence using specific details and examples, finish with a concluding sentence that makes a final statement about the main point of your topic sentence) explaining what you had to do to complete the puzzle with as high a score as possible.
- C. When you finish the paragraph, proofread it to make sure it is exactly the way you want it. Then staple the puzzle to this answer sheet and turn it in for grading.

	4	3	2	1
Mark the Text and Reread	Student marks the text by highlighting all of the relevant directions needed to successfully complete the puzzle.	Student marks the text by highlighting most of the relevant directions needed to successfully complete the puzzle.	Student marks the text by highlighting some of the relevant directions needed to successfully complete the puzzle.	Student does not mark the text.
Make Inferences and Apply (when scoring, weight this column: multiply by 4)	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student fully and completely explains what they had to do to get as high a score as possible.	Student writes the SUTW paragraph, but more development needed. Student provides an adequate explanation of what they had to do to get as high a score as possible.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Student provides an inadequate explanation.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Scoring Rubric for Reading Designated Pages

Name _____

Sophomore English DSPA: LA-10-01-02, LA-10-01-03, LA-H1-01-02 and LA-H1-01-03

Date _____ Score _____

4	3	2	1
Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-72% of designated pages	Read 59% or below of designated pages

Sophomore

Sophomore Accelerated

Grade	6 weeks	12 weeks	18 weeks	Grade	6 weeks	12 weeks	18 weeks
A+	490-500	980-1000	1470-1500	A+	588-600	1176-1200	1764-1800
A	465-489	930-979	1395-1469	A	558-587	1116-1175	1674-1763
A-	450-464	900-929	1350-1394	A-	540-557	1080-1115	1620-1673
B+	440-449	880-899	1320-1349	B+	528-539	1056-1079	1584-1619
B	415-439	830-879	1245-1319	B	498-527	996-1055	1494-1583
B-	400-414	800-829	1200-1244	B-	480-497	960-995	1440-1493
C+	390-399	780-799	1170-1199	C+	438-467	876-935	1404-1439
C	365-389	730-779	1095-1169	C	438-467	876-935	1314-1403
C-	350-364	700-729	1050-1094	C-	420-437	840-875	1260-1313
D+	340-349	680-699	1020-1049	D+	408-419	816-839	1224-1259
D	315-339	630-679	945-1019	D	378-407	756-815	1134-1223
D-	300-314	600-629	900-944	D-	360-377	720-755	1080-1133
F	299 & fewer	599 & fewer	899 & fewer	F	359 & fewer	719 & fewer	1061 & fewer

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	Clear, focused and interesting: * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience	Adequate and appropriate detail: * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident	Basic or general development: * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics	Lacks purpose or central idea: * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important
Organization	Enhances and showcases central idea and theme: * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, or facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way	Strong structure which does not confuse the reader: * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, or facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis	Some evidence of logical organization: * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, or facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement	Lacks clear sense of direction: * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, or facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	Individual, compelling, and engaging with consistent use of 1 st or 3 rd person: * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared	Sincere but not fully engaged with use of 1 st or use of 3 rd person: * pleasant, personable, but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places	Sporadically engaged with inconsistent use of person: * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view something emerges	Uninvolved or distanced with no regard for correct use of person or uses 2 nd person: * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	Effectively conveys intended message: * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot	Adequately conveys intended message: * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times	Generally conveys intended message: * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases	Searching to convey message: * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – TRAIT ANALYTICAL SCORING GUIDE – PAGE 2

<p>Sentence Fluency</p>	<p>Easy flow, rhythm and cadence: * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading</p>	<p>More pleasant or businesslike than musical: * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading</p>	<p>More mechanical than fluid: * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading</p>	<p>Awkward and rambling: * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading</p>
<p>Conventions</p>	<p>Clear control of conventions with minor editing: * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * may manipulate conventions for stylistic effect * ready to publish</p>	<p>Reasonable control of conventions with minor editing: * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication</p>	<p>Some control of conventions with significant editing: * occasionally correct spelling or phonetic on simple words but common words remain problems * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication</p>	<p>Little or no control of conventions with extensive editing: * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interfere with reading * missing or inconsistent paragraphing in relation to text * not ready for publication</p>
<p>Presentations</p>	<p>Form and presentation enhance readability: * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * doubled spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top)</p>	<p>Effective form and presentation: * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double-spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more 1” * justified margins</p>	<p>Understandable form and presentation: * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header</p>	<p>Garbled form and presentation: * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten</p>

Speaking – Sophomore English – DSPA’S: LA-10-03-01 and LA-10-03-01
Public Speaking Skills: The students will present formal speeches.

Name _____

Date _____

Score _____

Criteria	4	3	2	1
Content Introduction:	<ul style="list-style-type: none"> * hook gains audience’s attention quickly * appeals to the audience * compelling presentation plan 	<ul style="list-style-type: none"> * has a hook but fail to grab audience’s attention * has some appeal to the audience * generic presentation plan 	<ul style="list-style-type: none"> * begins without audience involvement/awareness * sketchy appeal to audience * weak presentation plan 	<ul style="list-style-type: none"> * no hook planned or given * no effort to interest listeners * no presentation plan
Body:	<ul style="list-style-type: none"> * main points developed * uses sources well * information is clear & specific * transitions used effectively * outline clearly planned 	<ul style="list-style-type: none"> * some main points are developed * source use is evident * information is clear at times, but at times gets lost * transitions used only part of the time 	<ul style="list-style-type: none"> * main points lack development * limited use of sources * information lacks some clarity * transitions are not clear * outline needs improvement 	<ul style="list-style-type: none"> * no development of points * no sources utilized * information is unclear * no transitions used * outline not developed
Conclusion:	<ul style="list-style-type: none"> * restates specifics * connects with introduction * closes with quality 	<ul style="list-style-type: none"> * includes some specifics * weak connection with introduction * closure needs development 	<ul style="list-style-type: none"> * no specifics * no connection with introduction * speech ends without closure 	<ul style="list-style-type: none"> * no conclusion given
Delivery:	<ul style="list-style-type: none"> * consistent eye contact * consistent gestures * positive rapport with audience * presents with poise * excellent use of notes * fluent verbal delivery 	<ul style="list-style-type: none"> * some attempts at eye contact are made * some attempts at gestures * maintains some rapport with audience * refers to notes fluently * fluent at various times 	<ul style="list-style-type: none"> * limited eye contact * limited gestures * inconsistent rapport with audience * inconsistent poise * excessive use of notes * reaches some levels of fluency 	<ul style="list-style-type: none"> * almost no eye contact * few gestures * little rapport with listeners * poise is missing * reads from notes * not fluent in delivery
Visual Aid:	<ul style="list-style-type: none"> * large enough to see details * viewing aid and speaker is not a problem * speaker competent in using equipment * aid is neat and attractive * speaker used aid effectively 	<ul style="list-style-type: none"> * some difficulty seeing details * sometimes speaker in way of aid * speaker had some difficulty using equipment * aid is somewhat neat and attractive * speaker made some attempts to use aid 	<ul style="list-style-type: none"> * too small to see details * speaker was in the way of the aid * speaker had many problems using equipment * aid is poorly constructed * speaker did not use aid 	<ul style="list-style-type: none"> * no visual aid used

Scoring scale: Adv = 17 – 20 Pro = 12 – 16 Bas = 8 – 11 Below Basic = 5 – 7

Works Cited Page Rubric

Teacher Name _____

Student Name _____

Category	4	3	2	1
Title of Page	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
Alphabetical Order of Citations	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
Indentation of Lines	All of the sources being at the left margin with following lines indented five spaces.	Most of the sources begin at the left margin with following lines indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the source.
Completeness of Citations	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
Order of Elements of the Citation	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
Punctuation	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

11th

PAWS

Writing and Reading

Rubrics and

Assessment Descriptions

PAWS Writing Scoring Guide—Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading

Grade 11



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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Major Points and Supporting Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer's major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader's position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category - Information Relationships			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader's position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader's position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader's position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.1A.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.1B.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p>11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Character Development

Accuracy

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

Relevance

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

Symbolism

Accuracy

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

Relevance

The reader describes the importance of symbolism to a story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

Mood

Accuracy

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

Relevance

The reader describes the importance of mood to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

PAWS Assessment Descriptions – Grade 11 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story’s theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.

**10th Grade
Accelerated
Language Arts**

2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
LANGUAGE ARTS
SOPHOMORE ACCELERATED ENGLISH (LA-10)

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
First Semester Objectives		
1	LA-H1-01-01	READING: Reading Strategies (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA- H1-01-02	READING: Read Designated Pages (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA- H1-02-01	WRITING: Reflective Narrative Essay (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA- H1-02-02	WRITING: Persuasive Essay (1st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Second Semester Objectives		
5	LA- H1-01-03	READING: Read Designated Pages (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA- H1-02-03	WRITING: Research Project (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA- H1-03-01	SPEAKING: Public Speaking Skills (2nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

CCHS Requirement – Late Work Policy – no late work accepted after	
1st Semester:	2 nd Semester
6 weeks - October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd 24 th
Suggested Reading Due Dates –	
1st Semester:	2 nd Semester
6 weeks - October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd 24 th

Recommended BOE Consortium Activities:	
First Semester:	Second Semester:
Poet’s Corner	Detective Research
The Beat Goes On	The Facts Behind the Commercials
Reflective Narratives	Say It Again, Sam
Short Stories	Microtalks
	The Weight of Words

Campbell County School District #1 Gillette, Wyoming

Language Arts Sophomore Accelerated English

Sophomore English is designed to develop students' reading, writing, speaking, and thinking skills through an integrated approach to literary development. It includes the reading of short stories, poetry, dramas, novels, and nonfiction, with discussion and writing a prime focus. Students will be challenged to read, think, speak, and write on the literal, interpretive, and applied levels. Writing will include personal narrative, timed essay, research, poetry, and expository essay and will utilize writing process strategies. Career exploration will be included in the writing activities. In addition, students will read 1800 pages each semester out of class.

Prerequisite: B" or above GPA; instructor recommendation required.

Textbook: Timeless Voices, Timeless Themes - Platinum Level, Prentice Hall; Writing and Grammar: Communication in Action - Platinum Level, Prentice Hall

LA- H1-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.2 Demonstrate Understanding of Literary Texts
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.1 Speak for Variety of Purposes
- LA11.3.2 Use Others'/Own Works for Effective Speaking
- LA11.3.5 Present Oral Interpretations of Literature
- LA11.3.6 Use Effective Delivery Skills
- LA11.3.8 Use Strategies to Contribute to Group Discussions
- LA11.3.9 Listen and Respond to Listener Feedback

The students will read, respond, and make connections to major works of World Literature. The students will write and answer factual, interpretive, and evaluative questions using appropriate support from works being studied.

LA- H1-01-01 - Reading Strategies (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate well-developed reading skills by utilizing pre-reading, during-reading, and post-reading strategies to connect to, understand, and respond to a variety of functional, expository, and narrative text.

Common Directions:

Students, you will demonstrate use of pre-reading, during-reading, and post-reading strategies to respond to a written text.

Common Rubric: Narrative Reading Rubric

LA- H1-01-02 - Read Designated Pages (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

In addition to in-class and assigned reading, the students will read and respond to a variety of outside literature, including a minimum of 3 “classics.”

Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none">• MLA header – name, instructor, Class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• May include other information for individual teacher
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The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read and respond to a designated number of pages of independent reading by the end of the semester and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Reading Designated Pages Rubric

LA- H1-01-03 - Read Designated Pages (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

In addition to in-class and assigned reading, the students will read and respond to a variety of outside literature, including a minimum of 3 “classics.”

Each student may produce a spreadsheet for his/her independent reading containing:

<ul style="list-style-type: none">• MLA header – name, instructor, Class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• May include other information for individual teacher
---	---

The instructor may choose another method for mapping student progress with reading.

Common Directions:

Students, you will read and respond to a designated number of pages of independent reading by the end of the semester and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Reading Designated Pages Rubric

LA- H1-01-04 - Read/Respond to a Drama (Objective)

S - Supporting

The students will read and respond to a drama as a means to explore another genre of writing.

LA- H1-01-05 - Six Steps to Effective Vocabulary Instruction (Objective)

S - Supporting

The students will expand vocabulary of grade- and/or content-appropriate words through the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another

Step 6: Periodically students are involved in games that allow them to play with the terms.

LA- H1-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

LA11.1.1 Apply Comprehension Strategies in Reading

LA11.1.2 Demonstrate Understanding of Literary Texts

LA11.1.3 Demonstrate Understanding of Informational Texts

LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish

LA11.2.2 Use Appropriate Strategies to Write Various Pieces

LA11.3.3 Use Strategies to Organize Formal Presentations

LA11.3.4 Use Strategies to Make Persuasive Presentations

The students will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing a research-based nonfiction paper, persuasive essay, and reflective narrative essay. Students will demonstrate skills in word processing.

LA- H1-02-01 - Reflective Narrative Essay (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

Students will demonstrate varied and flexible writing skills utilizing the seven traits of writing to write a reflective narrative essay. Students will include evidence (including pre-writing, drafting, revising, editing) of their use of the writing process. Students will use technology to enhance the writing process. This may include but is not limited to word processing, spell check, and grammar check.

Common Directions:

Students, you will write a personal narrative essay about a prompt provided by the teacher.

Common Rubric: PAWS Reflective Narrative Rubric / 7 Traits Rubric

LA- H1-02-02 - Persuasive Essay (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

Students will write a persuasive essay on a prompt provided by the teacher. The students will utilize the Step Up to Writing format and include evidence of effective use of T-charts, paragraph structure, and sophisticated topic sentences.

Common Directions:

Students, you will write a persuasive essay about a prompt provided by the teacher.

Common Rubric: PAWS Persuasive Essay Rubric / 7 Traits Rubric

LA- H1-02-03 - Research Project (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will write a research-based piece of transactional writing utilizing available communication technologies (such as the Internet, e-mail, electronic search, etc.). This writing may discuss, but is not limited to, career choices, relative education, cost, and other information related to making informed decisions regarding a future profession. Students will demonstrate mastery of technical reading and writing skills. The students will include evidence (including pre-writing, drafting, revising, and editing) of their use and the writing process. Students will need to show use of MLA format, in-text citations, and work cited format. Students will use technology to enhance the writing process. This may include, but is not limited to:

- mind maps
- spell check
- word processing
- brainstorming templates
- grammar check

(See Technology Project following the Curriculum Guide)

Common Directions:

Students, you will write a research-based essay about a prompt provided by the teacher.

Common Rubric: Research and Writing Process Rubric

LA- H1-02-04 Step Up to Writing Strategies (1st Semester) (Objective)

S - Supporting

Students will use appropriate Step Up to Writing strategies while engaged in writing:

Step Up to Writing:

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay:
 - Appropriate length
 - Pick and enrich your E's

- Citing sources: works cited and in-text citations, internet sources
- More sophisticated transitions
- Introductions and conclusions
- Master Topic Sentences:
 - Occasion/Position #1
 - Power (Number) #2
 - However #3
 - And, But, and Or #4
 - Prepositions #5

Note: See pages 376-380 of this booklet for SUTW topic sentence information.

LA- H1-02-05 Step Up to Writing Strategies (2nd Semester) (Objective)

S - Supporting

Students will use appropriate Step Up to Writing strategies while engaged in writing:

Step Up to Writing:

- T-charts
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay:
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources: works cited and in-text citations, internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Master Topic Sentences:
 - Occasion/Position #1
 - Power (Number) #2
 - However #3
 - And, But, and Or #4
 - Prepositions #5

Note: See pages 376-380 of this booklet for SUTW topic sentence information.

LA- H1-02-06 - Grammar and Usage (Objective)

T - Teach

The students will use the writing process and will demonstrate correct grammar and usage while writing.

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- Recognize complex sentences
- Compose varied sentence beginnings
- Determine non-parallel construction and correct it
- Create complex sentences
- Use and punctuate dialogue in text

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the

following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- Series
- Dialogue
- Direct address
- Interjections
- Numbers
- Interruptions
- Appositives
- Adjectives
- Clauses, phrases
- Dates and addresses
- Two independent clauses
- Clarity and emphasis
- Introductory phrases, clauses
- Enclose information
- Enclose titles or initials
- Letter writing: greeting, closing
- Nonrestrictive phrases, clauses
- Parenthetical/contrasted elements

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- Sentences in parentheses
- Sentences following colons
- Organizations
- Titles of courses
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions
- Days of the week, months, holidays, and holy days
- Periods, events in history; special events
- Political parties
- Official documents
- Trade names
- Official titles, state nicknames

Backward Mapping - USAGE:

Students will demonstrate mastery in using the right word (homonyms/near-misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- accept (to agree or take what is offered)
- except (leaving out or excluding)
- assistance (help)
- assistants (those who help)
- attendance (presence)
- attendants (escorts)
- ball (round object)
- bawl (cry)
- been (past participle of be)
- bin (box)
- bread (food)
- bred (cultivated)
- but (except)
- butt (end)
- cheap (inexpensive)
- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)

- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)

- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)

- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA- H1-03 SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.1 Speak for Variety of Purposes
- LA11.3.3 Use Strategies to Organize Formal Presentations
- LA11.3.4 Use Strategies to Make Persuasive Presentations
- LA11.3.6 Use Effective Delivery Skills
- LA11.3.7 Use Visual Aids or Technology in Presentations
- LA11.3.8 Use Strategies to Contribute to Group Discussions
- LA11.3.9 Listen and Respond to Listener Feedback

The students will participate in group discussions, and they will prepare and deliver a persuasive speech.

LA- H1-03-01 - Public Speaking Skills (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate experience and mastery of public speaking skills by presenting formal speeches which may include audio presentations, oral interpretations, technology presentations (PowerPoint, iMovie, etc), and which meet the following guidelines:

- Content:
 - Selection of material appropriate for audience and purpose.
 - Selection of ideas to fit within the given format.
 - Review and application of information from outside sources.
- Organization:
 - Introduction, hook, audience appeal, preview, thesis.
 - Body: clear and varied information from outside sources.
 - Conclusion: review, re-appeal, closure.
- Presentation:
 - Gestures
 - Eye contact
 - Use of presentation material--lectern, notes
 - Movement
 - Vocal variety

Common Directions:

Students, you will demonstrate public speaking skills by delivering a formal speech.

Common Rubric: Public Speaking Skills Rubric

LA- H1-03-02 - Listening Process (2nd Semester) (Objective)

S-Supporting

Students will demonstrate active listening techniques utilizing note-taking and nonverbal communication skills (eye contact, posture, etc.) to provide speaker feedback (verbal or written which demonstrates student ability to integrate information, synthesize relevant details, and explain speaker's intent) of an oral presentation given by the speaker, other students, or an outside presenter.

last update 6/1/2010 cm

Sophomore Teaching Units

Sophomore Accelerated English Teaching Units

1st Semester:

Reading Strategies
Reflective Narrative Essay
Short Stories
Step-Up-to-Writing
Persuasive Essay
Poetry
Drama

2nd Semester:

Career Unit
Research Paper
Short Stories
Drama
Speaking/Listening
Step-Up-to-Writing
Poetry

Sophomore Accelerated English Mapping

Accelerated Sophomore English (year-long class)

I. DSPA's:

Critical Objectives:

A. First Semester:

- *Reflective Narrative Essay
- *Persuasive Essay
- *Reading Strategies
- *Reading Designated Pages

B. Second Semester:

- *Research Project
- *Reading Designated Pages
- *Public Speaking Skills

Supporting Objectives:

- *Read/Respond to a Drama
- *Six Steps to Effective Vocabulary Instruction
- *Step Up to Writing Strategies
- *Listening Process

II. Teaching Units:

A. First Semester:

- *Reading Strategies (required)
- *Reflective Narrative Essay (required)
- *Persuasive Essay (required)
- *Short Stories
- *Poetry
- *Drama

B. Second Semester:

- *Career Unit (required)
- *Research Project (required)
- *Speaking/Listening (required)

III. Skills and Strategies:

A. Reading:

- >Build Background Knowledge (BBK)
- >Establish Purpose (EP)
- >Mark the Text (MT)
- >Ask Questions (AQ)
- >Reread (RR)
- >Make Inferences: predict, visualize, vocabulary, summarize, interpret (MI)
- >Apply: text-to-self, text-to-text, text-to-world (AP)

- B. Writing:
 - >Prewrite
 - >Draft
 - >Revise (content, organization, voice),
 - >Edit (word choice, sentence fluency, conventions)
 - >Publish (presentation)
- C. Speaking:
 - >Three Trait Speaking Qualities: content, organization, delivery

IV. Common Assessments:

- A. Reading Strategies—Narrative Text DSPA
- B. Reflective Narrative Essay DSPA
- C. Speaking Skills

V. Sophomore English Vocabulary:

1. Alliteration
2. Allusion
3. Analogy
4. Characterization
5. Figurative Language
6. Flashback
7. Foreshadowing
8. Hyperbole
9. Irony
10. Metaphor
11. Mood
12. Personification
13. Plot Structure
14. Point of View
15. Simile
16. Symbol
17. Theme
18. Tone

Sophomore
Accelerated
English
Reading

**College Reading List
Sophomore Accelerated English**

Title	Author
<i>The Aeneid</i>	Virgil
<i>Alcestis</i>	Sophocles
<i>The Alchemist</i>	Paolo Coelho
<i>Alas, Babylon</i>	Pat Frank
<i>Alice's Adventures in Wonderland & Through the Looking Glass</i>	Lewis Carroll
<i>Alive</i>	Piers Paul Read
<i>All Quiet on the Western Front</i>	Maria Remarque
<i>An American Childhood</i>	Annie Dillard
<i>And Then There Were None</i>	Agatha Christie
<i>An Enemy of the People</i>	Henrik Ibsen
<i>Angela's Ashes</i>	Frank McCourt
<i>Animal Farm</i>	George Orwell
<i>Anna Karenina</i>	Leo Tolstoy
<i>Anthem</i>	Ayn Rand
<i>Antigone</i>	Sophocles
<i>The Arabian Nights</i>	Antony Galland
<i>Around the World in Eighty Days</i>	Jules Verne
<i>The Assistant</i>	Bernard Malamud
<i>Bleak House</i>	Charles Dickens
<i>The Book Thief</i>	Markus Zusak
<i>Brave New World</i>	Aldous Huxley
<i>The Brief Wondrous Life of Oscar Wao</i>	Junot Diaz
<i>Candide</i>	Voltaire
<i>Cherry Orchard</i>	Anton Chekhov
<i>Children of a Lesser God</i>	Mark Medoff
<i>A Christmas Carol</i>	Charles Dickens
<i>The Chosen</i>	Chaim Potok
<i>The Chronicles of Narnia</i>	C.S. Lewis
<i>The Lion, the Witch, and the Wardrobe</i>	
<i>The Magician's Nephew</i>	
<i>The Horse and His Boy</i>	
<i>Prince Caspian</i>	
<i>The Voyage of the Dawn Treader</i>	
<i>The Silver Chair</i>	
<i>The Last Battle</i>	
<i>A Clockwork Orange</i>	Anthony Burgess
<i>Cold, Sassy Tree</i>	Olive Ann Burns
<i>The Confessions of Nat Turner</i>	William Styron
<i>The Count of Monte Cristo</i>	Alexandre Dumas
<i>Crime and Punishment</i>	Fyodor Dostoevsky
<i>Cry, the Beloved Country</i>	Alan Paton
<i>Cyrano de Bergerac</i>	Edmond Rostand
<i>Damien</i>	Hermann Hesse
<i>David Copperfield</i>	Charles Dickens

The Diary of a Young Girl
Doctor Faustus
Doctor Zhivago
A Doll's House
Don Quixote
Dr. Jekyll and Mr. Hyde
Dracula
Emma
Empire Falls
An Enemy of the People
Exodus
Falconer
Fight Club
The Fixer
Foundation Novels
Frankenstein
A Gesture Life
Ghosts
Girl With a Pearl Earring
Golden Notebook
Great Expectations
Grendel
Gulliver's Travels (Complete)
A Handful of Dust
The Heart of a Woman
Heart of Darkness
The Heart of the Matter
Hedda Gabler
Henry IV
Herzog
The Hiding Place
Hiroshima
The Historian
House of the Spirits
The Hobbit
The Hunchback of Notre Dame
I Know Why the Caged Bird Sings
The Illiad
The Importance of Being Ernest
Inferno
I, Robot
Ivanhoe
Jane Eyre
Joe Turner's Come and Gone
The Joy Luck Club
Jude the Obscure
Julius Caesar
Kaffir Boy
King Lear

Anne Frank
Christopher Marlowe
Boris Pasternak
Henrik Ibsen
Miguel de Cervantes
Robert Louis Stevenson
Bram Stoker
Jane Austen
Richard Russo
Henrik Ibsen
Leon Uris
John Cheever
Chuck Palahniuk
Bernard Malamud
Isaac Asimov
Mary Shelley
Lee Chang-rae
Henrik Ibsen
Tracy Chevalier
Doris Lessing
Charles Dickens
John Gardner
Johnathan Swift
Evelyn Waugh
Maya Angelou
Joseph Conrad
Graham Greene
Henrik Ibsen
William Shakespeare
Saul Bellow
Corrie Ten Boom
John Hershey
Elizabeth Kostova
Isabel Allende
J.R.R. Tolkien
Victor Hugo
Maya Angelou
Homer
Oscar Wilde
Dante Alighieri
Isaac Asimov
Sir Walter Scott
Charlotte Bronte
August Wilson
Amy Tan
Thomas Hardy
William Shakespeare
Mark Malthabane
William Shakespeare

<i>The Kite Runner</i>	Khaled Hosseini
<i>Les Miserables</i>	Victor Hugo
<i>Like Water for Chocolate</i>	Laura Esquivel
<i>Lord Jim</i>	Joseph Conrad
<i>The Lord of the Flies</i>	William Golding
<i>The Lord of the Rings Trilogy</i>	J.R.R. Tolkien
<i>The Fellowship of the Ring</i>	
<i>The Two Towers</i>	
<i>The Lord of the Rings</i>	
<i>Major Barbara</i>	Bernard Shaw
<i>Malcolm X: By Any Means Necessary</i>	Walter Dean Myers
<i>Life of Pi</i>	Yann Martel
<i>The Mayor of Casterbridge</i>	Thomas Hardy
<i>Medea</i>	Euripides
<i>Memoirs of a Geisha</i>	Arthur Golden
<i>The Merchant of Venice</i>	William Shakespeare
<i>Middlemarch</i>	George Eliot
<i>Night</i>	Elie Wiesel
<i>The Odyssey</i>	Homer
<i>Oedipus Rex</i>	Sophocles
<i>Oliver Twist</i>	Charles Dickens
<i>One Day in the Life of Ivan Denisovich</i>	Alex Solszenitsen
<i>Othello</i>	William Shakespeare
<i>A Passage to India</i>	E.M. Forrester
<i>Pere Goriot</i>	Honore de Balzac
<i>Phantom of the Opera</i>	Gaston Leroux
<i>The Picture of Dorian Gray</i>	Oscar Wilde
<i>Pillars of the Earth</i>	Ken Follet
<i>A Portrait of the Artist as a Young Man</i>	James Joyce
<i>The Power and the Glory</i>	Graham Greene
<i>Pride and Prejudice</i>	Jane Austen
<i>The Prime of Miss Jean Brodie</i>	Muriel Spark
<i>Pygmalion</i>	George B. Shaw
<i>QB VII</i>	Leon Uris
<i>Rabbit Run</i>	John Updike
<i>Razor's Edge</i>	Somerset Maugham
<i>Robinson Crusoe</i>	Daniel Defoe
<i>Roots</i>	Alex Haley
<i>Rosencrantz and Guildenstern Are Dead</i>	Tom Stoppard
<i>Sense and Sensibility</i>	Jane Austen
<i>The Shadow of the Wind</i>	Carlos Ruiz Zafon
<i>Schindler's List</i>	Thomas Keneally
<i>Siddhartha</i>	Hermann Hesse
<i>Sherlock Holmes Stories</i>	Sir Arthur Conan Doyle
<i>Snow Flower and the Secret Fan</i>	Lisa See
<i>Sophie's World</i>	Jostein Gaarder
<i>The Sportswriter</i>	Richard Ford
<i>The Stranger</i>	Albert Camus
<i>A Tale of Two Cities</i>	Charles Dickens

The Tempest
Things Fall Apart
A Thousand Splendid Suns
The Three Musketeers
The Time Machine
To the Lighthouse
Tom Jones
Treasure Island
The Trial
The Turn of the Screw
War and Peace
Watership Down
Wuthering Heights
1984
20,000 Leagues Under the Sea

William Shakespeare
Chinua Achebe
Khaled Hosseini
Alexandre Dumas
H.G. Wells
Virginia Woolf
Henry Feilding
Robert Louis Stevenson
Franz Kafka
Henry James
Leo Tolstoy
Richard Adams
Emily Bronte
George Orwell
Jules Verne

Title	Author	Date	# pages	Cumulative Total	Book Lexile
The Sun Also Rises	Ernest Hemingway	9/15/05	259	259	610
On the Road	Jack Kerouac	10/3/05	310	569	930
		3 Week Total	569		
The Catcher in the Rye	JD Salinger	10/15/05	277	846	790
Huck Finn	Mark Twain	11/1/05	292	1138	990
		6 Week Total	569		
Walden, or a Life in the Woods	Henry David Thoreau	11/21/05	278	1416	NA
		9 Week Total	278		
Zen and the Art of Motorcycle Maintenance	Robert Pirsig	12/4/05	436	1852	1040
		12 Week Total	436		
The Kite Runner	Khaled Hosseini	12/23/05	324	2176	840
		15 Week Total	324		
A Lesson Before Dying	Ernest Gaines	1/2/06	256	2432	750
Night	Elie Wiesel	1/2/06	109	2541	590
		18 Week Total	365		
		Semester Total	2541		

Technology Project

Suggested 10th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA- H1-02-03 Research Project

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentation
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and on-line
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations, respond appropriately, and archive the information

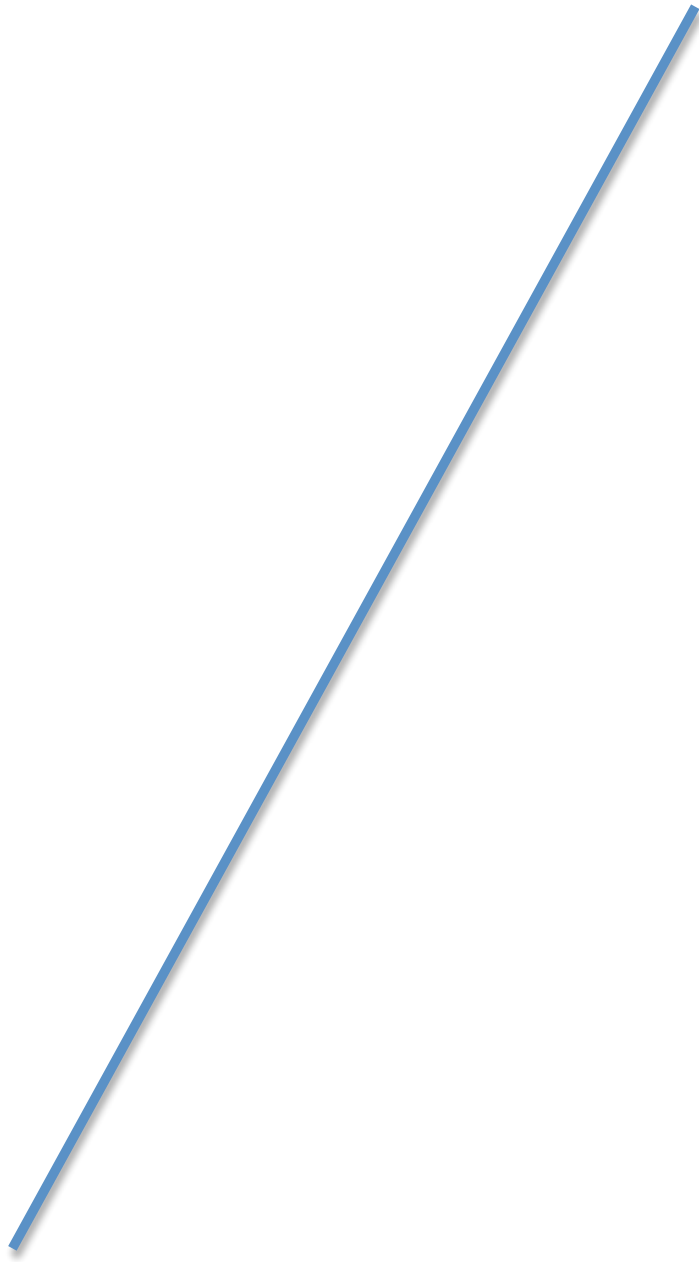
Integrating Technology to Meet Performance Standards:

Meet rubric guidelines for appropriate/identified DSPA's, as well as state and district guidelines

Evaluation:

Technology rubric

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10th Grade Accelerated
LANGUAGE ARTS

10th Grade Vocabulary Terms

Terms sophomores should know by end of sophomore year.

10th Grade Terms: **BOLD TEXT** 11th Grade Terms: PLAIN TEXT

Alliteration		Repetition of consonant sound at beginning of word
Allusion	PAWS	Reference to well-known person, place, event, lit work, work of art
Analogy	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
Characterization	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
Figurative language	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
Flashback	PAWS	Interrupts chronological order to relate event from earlier time
Foreshadowing	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
Hyperbole	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
Irony	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
Metaphor	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
Mood	PAWS	Atmosphere = feeling created by a work
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama

10th Grade Vocabulary Terms

Terms sophomores should know by end of sophomore year.

10th Grade Terms: **BOLD TEXT** 11th Grade Terms: PLAIN TEXT

Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment
Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
Personification	PAWS	Nonhuman subjects given human characteristics
Plot structure	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
Point of view	PAWS	Perspective from which a story is told: 1 st , 3 rd
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
Simile	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
Symbolism	PAWS	Anything standing for something else
Theme	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
Tone	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
Standardized Test Words:		
Analyze		Break apart; study the pieces
Compare		Tell all the ways they're alike
Contrast		Tell all the ways they're different
Describe		Paint a picture with words; tell all about
Evaluate		Judge, tell in your own words
Explain		Tell how, put it in your own words
Formulate		Put together, create
Infer		Make a good guess; read between the lines
Predict		Make a guess; tell what will happen next
Summarize		Sum it up; give me the short version
Support		Give the facts, back up with details
Trace		Outline, list in steps

Research and Writing Process Rubric

* LA-10-02-03 and * LA-H1-02-03

	4	3	2	1
Traits Ideas and Content	<p>Clear, focused and interesting</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme</p> <ul style="list-style-type: none"> * compelling order and structure * relevant, original title, if required * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title, if required, present and appropriate * logical sequencing most of the time * flows smoothly most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title, if required, uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate * transitions confusing or absent * choppy
Style	<p>Voice:</p> <ul style="list-style-type: none"> * individual, compelling, and engaging, sense the person behind the words <p>Word Choice:</p> <ul style="list-style-type: none"> * lively verbs and precise nouns and modifiers <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * varied length and structure creating easy flow, rhythm and cadence 	<p>Voice:</p> <ul style="list-style-type: none"> * sincere but not fully engaged; pleasant, personable, but not compelling <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers often refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * clear in a routine fashion; generally correct construction 	<p>Voice:</p> <ul style="list-style-type: none"> * sporadically engaged; lacks enthusiasm <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers occasionally refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * sentences constructed correctly but do not hang together 	<p>Voice:</p> <ul style="list-style-type: none"> * uninvolved or distanced <p>Word Choice:</p> <ul style="list-style-type: none"> * vague, limited language <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * incomplete and rambling; no sentence sense

Conventions	<p>Clear control of conventions with minor editing</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with moderate editing</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult word remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, dashes, apostrophes, semi-colons, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semi-colons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication 	<p>Little or no control of conventions with extensive editing</p> <ul style="list-style-type: none"> * frequent spelling errors even on common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication
Documentation	<ul style="list-style-type: none"> * in-text citation carefully and accurately done 	<ul style="list-style-type: none"> * some errors with in-text citations, mainly in form 	<ul style="list-style-type: none"> * too many errors with in-text citations, more citations needed 	<ul style="list-style-type: none"> * no in-text citations included in the paper
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable 11 or 12-pt. font * 1” margins * double spaced * modified block form * paragraphs indented ½” * title same font and size as body 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * modified block form * double spaced * standard, easily readable font * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard * single spaced * block form (no indentation of paragraphs) 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

Scoring Scale: **Adv = 20 – 24** **Pro = 15 – 19** **Bas = 10 – 14** **Below Basic = 6 – 9**

Note: This rubric assumes that the paper presented to the instructor will be completed in MLA format using a font no larger than a size 12.

Research and Writing Process Rubric

* LA-10-02-03 and * LA-H1-02-03

	4	3	2	1
Traits Ideas and Content	<p>Clear, focused and interesting</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme</p> <ul style="list-style-type: none"> * compelling order and structure * relevant, original title, if required * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title, if required, present and appropriate * logical sequencing most of the time * flows smoothly most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title, if required, uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate * transitions confusing or absent * choppy
Style	<p>Voice:</p> <ul style="list-style-type: none"> * individual, compelling, and engaging, sense the person behind the words <p>Word Choice:</p> <ul style="list-style-type: none"> * lively verbs and precise nouns and modifiers <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * varied length and structure creating easy flow, rhythm and cadence 	<p>Voice:</p> <ul style="list-style-type: none"> * sincere but not fully engaged; pleasant, personable, but not compelling <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers often refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * clear in a routine fashion; generally correct construction 	<p>Voice:</p> <ul style="list-style-type: none"> * sporadically engaged; lacks enthusiasm <p>Word Choice:</p> <ul style="list-style-type: none"> * verbs, nouns, and modifiers occasionally refined <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * sentences constructed correctly but do not hang together 	<p>Voice:</p> <ul style="list-style-type: none"> * uninvolved or distanced <p>Word Choice:</p> <ul style="list-style-type: none"> * vague, limited language <p>Sentence Fluency:</p> <ul style="list-style-type: none"> * incomplete and rambling; no sentence sense

Research and Writing Process Rubric
*** LA-10-02-03 and * LA-H1-02-03 (Page 2)**

<p>Conventions</p>	<p>Clear control of conventions with minor editing * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish</p>	<p>Reasonable control of conventions with moderate editing * reasonable correct spelling; difficult word remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, dashes, apostrophes, semi-colons, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication</p>	<p>Some control of conventions with significant editing * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semi-colons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * not ready for publication</p>	<p>Little or no control of conventions with extensive editing * frequent spelling errors even on common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication</p>
<p>Presentation</p>	<p>Form and presentation enhance readability: * standard, easily readable 11 or 12-pt. font * 1” margins * double spaced * modified block form * paragraphs indented ½” * title same font and size as body</p>	<p>Effective form and presentation: * legible and neat * final draft quality with room for improvement * consistent use of font and size * modified block form * double spaced * standard, easily readable font * quadruple space between paragraphs * margins less/more than 1” * justified margins</p>	<p>Understandable form and presentation: * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard * single spaced * block form (no indentation of paragraphs)</p>	<p>Garbled form and presentation: * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten</p>

Scoring Scale: **Adv = 20 – 24** **Pro = 15 – 19** **Bas = 10 – 14** **Below Basic = 6 – 9**

Note: This rubric assumes that the paper presented to the instructor will be completed in MLA format using a font no larger than a size 12.

10th Grade English – Timed Writing Rubric: LA-10-02-02 and LA-H1-02-02

6 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * relevant anecdotes and/or examples * accurate, believable details * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * some relevant anecdotes and/or examples * believable details * knowledge and/or experience evident 	<p>Basic or general development:</p> <ul style="list-style-type: none"> * generally stays on topic * lacks focus * support is attempted * reasonably clearly but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * searching for topic * sketchy or missing details * length inadequate * difficulty determining what’s important * repetitious, disconnected, random thoughts
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * compelling order and structure * relevant title * inviting introduction; satisfying conclusion * effective transitions * logical and effective sequencing * flows smoothly * structure matches purpose and audience 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * clearly recognizable introduction and conclusion * most transitions effective and appropriate * title present and appropriate * logical sequencing most of the time * structure shows awareness of audience and purpose 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * lapses in coherence * attempts introduction and/or conclusion * title uninspired * transitions used sparingly * structure shows little awareness of audience and purpose * structure detracts from content * flows smoothly some of the time 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * random placement of ideas, details or events * lacks identifiable internal structure * no recognizable introduction and/or conclusion * title not present or inappropriate
Voice	<p>Individual, compelling, and engaging:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * appropriate for audience and purpose * honest, personal, from the heart * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communications but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

6 – Trait Analytical Scoring Guide – Page 2

Sentence Fluency	<p>Easy flow, rhythm and cadence:</p> <ul style="list-style-type: none"> * enhances meaning * varied length and structure * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish * will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning * paragraphing attempted but may run together or being in wrong places * requires polishing for publication * will understand and apply Step Up to Writing strategies and will demonstrate understanding of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * not ready for publication * will be able to show some understanding and application of Step Up to Writing strategies and attempt to demonstrate understanding of three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13) 	<p>Little or no control of conversations with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning * missing or inconsistent paragraphing in relation to text * not ready for publication * may attempt Step Up to Writing strategies but will show little or no understanding and will show little or no mastery of the three SUTW topic sentences (However statements, #3, Get Their Attention #8, and Using a Quote #13)
Notes:				

PAWS Writing Scoring Guide—Grade 11 Targets

(could be used for LA-10-02-02 and LA-H1-02-02)

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

(could be used for LA-10-02-01 and LA-H1-02-01)

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

10th Grade – Writing: Step Up to Writing Strategies Rubric
LA-10-02-04, LA-10-02-05, LA-H1-02-04 and LA-H1-02-05

The student will use *Step Up to Writing* skills correctly in his/her writing

4	The student will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
3	The student will understand and apply Step Up to Writing strategies and will demonstrate understanding of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
2	The student will show some understanding and application of Step Up to Writing strategies and attempt to demonstrate understating of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)
1	The student may attempt Step Up to Writing strategies but will show little or no mastery of five SUTW topic sentences. (Occasion/Position #1, Power (Number) #2, However #3, And, But, and Or #4, and Prepositions #5)

NOTE: See pages 376-380 of this booklet for topic sentence information. Consult your SUTW manual for detailed SUTW skills information.

Scoring Rubric for Reading Skills

Name _____
Date _____ **Score** _____

Department: Language Arts **Course:** Sophomore English

Essential and Enduring Learning: Reading Skills Process

Curriculum Code: LA-10-01-01 LA-H1-01-01

Task: Students will read to connect to, to understand and to respond to a variety of functional, expository and narrative texts to include such things as directions, schedules, maps, diagrams, the internet, websites, electronic databases, explanations; textbooks, encyclopedias, documentaries, speeches, public documents, print news media, microfiche, almanacs, news, biographies, scientific explanations, historical/political analyses; stories, poems, novels, plays, and essays

Product: Mind maps, story boards, discussions, tests, essays, pre-reading guides and strategies, SUTW paragraphs

NARRATIVE READING DSPA
LA-10-01-01 / LA-H1-01-01

Directions: Put the class heading (your name, my name, class, and date) in the upper left hand corner of **THIS** answer sheet . ALL answers on this answer sheet must be fully and clearly explained in complete sentences.

1. BUILD BACKGROUND KNOWLEDGE:

A. Read the title of the story on page _____. Write down (in the space below) two predictions of what this story might be about based on the title--use complete sentences.

2. ESTABLISH A PURPOSE:

A. Establish a purpose for reading this story by using KEY WORDS from the title to create a question about this story--this question will become your purpose for reading the story. Write the question down in the space below.

3. MARK THE TEXT and REREAD:

A. Use your sticky notes to mark the text as you read the story. Put a sticky note next to ANYTHING that connects to the purpose question you wrote down in #2.

B. Use the information you marked with sticky notes to write an answer to your purpose question you wrote for #2. Make sure you answer your purpose question fully, completely, and use specific details from the story to explain your answer below. Reread those parts of the story that are unclear or confusing before you write your answer.

4. MAKE AN INFERENCE, REREAD, and ASK QUESTIONS:

A. Write **one** fully developed, Step-Up-To-Writing paragraph explaining what you think is the most important theme in this story. In other words, explain what you think is the most important idea about life that the author is trying to say to you in this story. Reread those parts of the story that will help you understand the theme before you write your answer.

5. APPLY: TEXT-TO-SELF, TEXT-TO-TEXT, and TEXT-TO-WORLD: (Write your answers to #5 on a separate piece of paper.)

Use complete sentences to **explain A, B, and C:**

A. One text-to-self connection between this story and yourself.

B. One text-to-text connection between this story and a text you have read or viewed (could be a book, magazine, newspaper article, song, etc. or a TV program, movie, video game, etc.).

C. One text-to-world connection between this story and something in the real world (could be a news event, historical event, historical person, famous person, etc.).

	4	3	2	1
Build Background Knowledge	Student makes two predictions using full sentences.	Student makes one prediction or uses incomplete sentences.	Student makes incomplete predictions.	Student makes no predictions.
Establish a Purpose	Student creates an insightful question using key words from the title to establish a purpose for reading.	Student creates a question to establish a purpose for reading, but does not use key words from the title.	Student attempts to create a question, but more development and use of key words required.	Student makes no attempt to create a question to establish a purpose.
Mark the Text and Reread	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question fully and completely, using specific details from the story.	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question, but more details needed for a full, complete response.	Student only marks some of the text or fails to adequately respond to the purpose question.	Student makes no attempt to mark the text or respond to the purpose question.
Make an Inference, Reread, and Ask Questions	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student explains theme and author's purpose and provides adequate details from the text.	Student writes the SUTW paragraph, but more development needed. Student explains theme and author's purpose and provides some details from the text.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Discussion of theme, author's purpose, or use of details may be inadequate.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.
Apply Text-to-Self, Text-to-Text, and Text-to-World	Using complete sentences, the student makes relevant connections (text-to-self, text-to-text, and text-to-world) using the story, and provides explanations for each connection.	Using complete sentences, the student makes connections to two of the three categories and provides explanations for each connection.	Student uses incomplete sentences, the student only connects to text-to-self, text-to-text, or text-to-world and does not provide explanations for the connections made.	Student makes no attempt to connect to text-to-self, text-to-text, or text-to-world.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Name: _____

Date: _____

Class: _____

EXPOSITORY READING DSPA

Directions: Before, during, and after reading the article given to you, complete numbers one through five. ALL answers must be fully and clearly explained and must be readable. Read the directions carefully--remember, this is a DSPA, so do your best work.

1. BUILD BACKGROUND KNOWLEDGE:

A. Read the titles, subtitles, any information in bold, etc. Do not read the paragraphs yet. Use the information you read to gather clues about what this article will be about.

B. Write down two things you now know about this article--remember, all answers must be fully explained and readable.

2. ESTABLISH A PURPOSE:

A. Establish a purpose for reading this article by using KEY WORDS from the title to create a question about this article--this question will become your purpose for reading the article. Write the question down in the space below.

3. MARK THE TEXT:

A. Use your highlighter to mark the text as you read the article. Highlight ANYTHING that answers the purpose question you wrote down in #2.

B. Use the information you highlighted to write an answer to your purpose question. Make sure you answer your purpose question fully, completely, and use specific details that you highlighted to explain your answer below. Reread those parts of the article that are unclear or confusing before you write your answer.

4. **MAKING INFERENCES:**

A. Write one fully developed, Step-Up-To-Writing paragraph (begin with a topic sentence stating the main point of your paragraph, explain the topic sentence using specific details and examples from the article, and finish with a concluding sentence that makes a final statement about the main point of your topic sentence) summarizing what this article is about.

5. APPLY: TEXT-TO-SELF, TEXT-TO-TEXT, and TEXT-TO-WORLD:

Use complete sentences and fully explain each connection made to answer A, B, **AND** C below:

A. Explain one text-to-self connection between this article and yourself.

B. Explain one text-to-text connection between this article and another text (could be a book, magazine, newspaper article, song, TV program, movie, video game).

C. Explain one text-to-world connection between this article and something in the real world (could be a current event, historical event, historical person, famous person).

	4	3	2	1
Build Background Knowledge	Student makes two predictions using full sentences.	Student makes one prediction or uses incomplete sentences.	Student makes incomplete predictions.	Student makes no predictions.
Establish a Purpose	Student creates an insightful question using key words from the title to establish a purpose for reading.	Student creates a question to establish a purpose for reading, but does not use key words from the title.	Student attempts to create a question, but more development and use of key words required.	Student makes no attempt to create a question to establish a purpose.
Mark the Text and Reread	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question fully and completely, using specific details from the story.	Student marks the text (with sticky notes, highlighting, or taking notes) in an attempt to connect to the purpose question. Student answers the question, but more details needed for a full, complete response.	Student only marks some of the text or fails to adequately respond to the purpose question.	Student makes no attempt to mark the text or respond to the purpose question.
Make an Inference, Reread, and Ask Questions	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student fully and completely summarizes the article.	Student writes the SUTW paragraph, but more development needed. Student provides an adequate summary of the article.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Student provides an inadequate summary.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.
Apply Text-to-Self, Text-to-Text, and Text-to-World	Using complete sentences, the student makes relevant connections (text-to-self, text-to-text, and text-to-world) using the story, and provides explanations for each connection.	Using complete sentences, the student makes connections to two of the three categories and provides explanations for each connection.	Student uses incomplete sentences, the student only connects to text-to-self, text-to-text, or text-to-world and does not provide explanations for the connections made.	Student makes no attempt to connect to text-to-self, text-to-text, or text-to-world.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Name: _____

Date: _____

Class: _____

FUNCTIONAL READING DSPA

1. BUILD BACKGROUND KNOWLEDGE:

- A. Put the class heading (your name, my name, date, and class period) in the upper left hand corner of **THIS** answer sheet.
- B. This Functional Reading DSPA is testing how well you can use your reading strategies to correctly follow these directions. Read each set of directions on this page carefully and write all answers on this page--ALL answers on this answer sheet must be fully and clearly explained and must be readable.
- C. There should be no talking as this is a test--raise your hand if you need something and I will help if I can. Good luck!

2. ESTABLISH A PURPOSE:

- A. To complete this DSPA, you are going to be doing a puzzle. The highest possible score a person can get on the puzzle is 40. Your reading purpose is to follow the directions on the puzzle so that you can get as high a score as possible.

3. MARK THE TEXT:

- A. You need one highlighter and one puzzle.
- B. Put your name at the top of the puzzle.
- C. Read the two paragraphs underneath the puzzle and highlight the directions you will need to follow to score well on the puzzle.

4. ASK QUESTIONS and REREAD:

- 1. Reread the directions you highlighted, ask yourself any questions you are unsure of, then reread the directions again so that you can do the puzzle correctly. If you do it incorrectly, you will receive no score for the puzzle.

5. MAKE INFERENCES and APPLY (text-to-self):

- A. Do the puzzle, add up your score, and write your score next to your name.
- B. Write one fully developed, Step-Up-To-Writing paragraph (begin with a topic sentence stating the main point of your paragraph, explain the topic sentence using specific details and examples, finish with a concluding sentence that makes a final statement about the main point of your topic sentence) explaining what you had to do to complete the puzzle with as high a score as possible.
- C. When you finish the paragraph, proofread it to make sure it is exactly the way you want it. Then staple the puzzle to this answer sheet and turn it in for grading.

	4	3	2	1
Mark the Text and Reread	Student marks the text by highlighting all of the relevant directions needed to successfully complete the puzzle.	Student marks the text by highlighting most of the relevant directions needed to successfully complete the puzzle.	Student marks the text by highlighting some of the relevant directions needed to successfully complete the puzzle.	Student does not mark the text.
Make Inferences and Apply (when scoring, weight this column: multiply by 4)	Student writes a fully developed SUTW paragraph, including adequate use of TS, RDF, E, and CS. Student fully and completely explains what they had to do to get as high a score as possible.	Student writes the SUTW paragraph, but more development needed. Student provides an adequate explanation of what they had to do to get as high a score as possible.	Student attempts the SUTW paragraph, but many SUTW elements are missing. Student provides an inadequate explanation.	Student makes no attempt to write the SUTW paragraph. If attempted, the work is off-topic or inadequately follows the SUTW format.

Adv: 20-18

Pro: 17-15

Bas: 14-12

Below Bas: 12-0

Scoring Rubric for Reading Designated Pages

Name _____

Sophomore English DSPA: LA-10-01-02, LA-10-01-03, LA-H1-01-02 and LA-H1-01-03

Date _____ Score _____

4	3	2	1
Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-72% of designated pages	Read 59% or below of designated pages

Sophomore

Sophomore Accelerated

Grade	6 weeks	12 weeks	18 weeks	Grade	6 weeks	12 weeks	18 weeks
A+	490-500	980-1000	1470-1500	A+	588-600	1176-1200	1764-1800
A	465-489	930-979	1395-1469	A	558-587	1116-1175	1674-1763
A-	450-464	900-929	1350-1394	A-	540-557	1080-1115	1620-1673
B+	440-449	880-899	1320-1349	B+	528-539	1056-1079	1584-1619
B	415-439	830-879	1245-1319	B	498-527	996-1055	1494-1583
B-	400-414	800-829	1200-1244	B-	480-497	960-995	1440-1493
C+	390-399	780-799	1170-1199	C+	438-467	876-935	1404-1439
C	365-389	730-779	1095-1169	C	438-467	876-935	1314-1403
C-	350-364	700-729	1050-1094	C-	420-437	840-875	1260-1313
D+	340-349	680-699	1020-1049	D+	408-419	816-839	1224-1259
D	315-339	630-679	945-1019	D	378-407	756-815	1134-1223
D-	300-314	600-629	900-944	D-	360-377	720-755	1080-1133
F	299 & fewer	599 & fewer	899 & fewer	F	359 & fewer	719 & fewer	1061 & fewer

7 – TRAIT ANALYTICAL SCORING GUIDE				
TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident 	<p>Basic or general development:</p> <ul style="list-style-type: none"> * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, or facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, or facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, or facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, or facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	<p>Individual, compelling, and engaging with consistent use of 1st or 3rd person:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged with use of 1st or use of 3rd person:</p> <ul style="list-style-type: none"> * pleasant, personable, but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view something emerges 	<p>Uninvolved or distanced with no regard for correct use of person or uses 2nd person:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – TRAIT ANALYTICAL SCORING GUIDE – PAGE 2

<p>Sentence Fluency</p>	<p>Easy flow, rhythm and cadence: * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invites expressive oral reading</p>	<p>More pleasant or businesslike than musical: * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading</p>	<p>More mechanical than fluid: * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading</p>	<p>Awkward and rambling: * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading</p>
<p>Conventions</p>	<p>Clear control of conventions with minor editing: * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * may manipulate conventions for stylistic effect * ready to publish</p>	<p>Reasonable control of conventions with minor editing: * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or begin in wrong places * requires polishing for publication</p>	<p>Some control of conventions with significant editing: * occasionally correct spelling or phonetic on simple words but common words remain problems * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or beings in wrong places * not ready for publication</p>	<p>Little or no control of conventions with extensive editing: * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interfere with reading * missing or inconsistent paragraphing in relation to text * not ready for publication</p>
<p>Presentations</p>	<p>Form and presentation enhance readability: * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * doubled spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top)</p>	<p>Effective form and presentation: * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double-spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more 1” * justified margins</p>	<p>Understandable form and presentation: * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header</p>	<p>Garbled form and presentation: * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten</p>

Speaking – Sophomore English – DSPA’S: LA-10-03-01 and LA-10-03-01
Public Speaking Skills: The students will present formal speeches.

Name _____

Date _____

Score _____

Criteria	4	3	2	1
Content Introduction:	<ul style="list-style-type: none"> * hook gains audience’s attention quickly * appeals to the audience * compelling presentation plan 	<ul style="list-style-type: none"> * has a hook but fail to grab audience’s attention * has some appeal to the audience * generic presentation plan 	<ul style="list-style-type: none"> * begins without audience involvement/awareness * sketchy appeal to audience * weak presentation plan 	<ul style="list-style-type: none"> * no hook planned or given * no effort to interest listeners * no presentation plan
Body:	<ul style="list-style-type: none"> * main points developed * uses sources well * information is clear & specific * transitions used effectively * outline clearly planned 	<ul style="list-style-type: none"> * some main points are developed * source use is evident * information is clear at times, but at times gets lost * transitions used only part of the time 	<ul style="list-style-type: none"> * main points lack development * limited use of sources * information lacks some clarity * transitions are not clear * outline needs improvement 	<ul style="list-style-type: none"> * no development of points * no sources utilized * information is unclear * no transitions used * outline not developed
Conclusion:	<ul style="list-style-type: none"> * restates specifics * connects with introduction * closes with quality 	<ul style="list-style-type: none"> * includes some specifics * weak connection with introduction * closure needs development 	<ul style="list-style-type: none"> * no specifics * no connection with introduction * speech ends without closure 	<ul style="list-style-type: none"> * no conclusion given
Delivery:	<ul style="list-style-type: none"> * consistent eye contact * consistent gestures * positive rapport with audience * presents with poise * excellent use of notes * fluent verbal delivery 	<ul style="list-style-type: none"> * some attempts at eye contact are made * some attempts at gestures * maintains some rapport with audience * refers to notes fluently * fluent at various times 	<ul style="list-style-type: none"> * limited eye contact * limited gestures * inconsistent rapport with audience * inconsistent poise * excessive use of notes * reaches some levels of fluency 	<ul style="list-style-type: none"> * almost no eye contact * few gestures * little rapport with listeners * poise is missing * reads from notes * not fluent in delivery
Visual Aid:	<ul style="list-style-type: none"> * large enough to see details * viewing aid and speaker is not a problem * speaker competent in using equipment * aid is neat and attractive * speaker used aid effectively 	<ul style="list-style-type: none"> * some difficulty seeing details * sometimes speaker in way of aid * speaker had some difficulty using equipment * aid is somewhat neat and attractive * speaker made some attempts to use aid 	<ul style="list-style-type: none"> * too small to see details * speaker was in the way of the aid * speaker had many problems using equipment * aid is poorly constructed * speaker did not use aid 	<ul style="list-style-type: none"> * no visual aid used

Scoring scale: Adv = 17 – 20 Pro = 12 – 16 Bas = 8 – 11 Below Basic = 5 – 7

Works Cited Page Rubric

Teacher Name _____

Student Name _____

Category	4	3	2	1
Title of Page	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
Alphabetical Order of Citations	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
Indentation of Lines	All of the sources being at the left margin with following lines indented five spaces.	Most of the sources begin at the left margin with following lines indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the source.
Completeness of Citations	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
Order of Elements of the Citation	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
Punctuation	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

11th

PAWS

Writing and Reading

Rubrics and

Assessment Descriptions

PAWS Writing Scoring Guide—Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading

Grade 11



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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader’s informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader’s position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category – Major Points and Details			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text’s major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author’s intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Major Points and Supporting Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer’s major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader’s position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category - Information Relationships

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.1A.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.1B.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p>11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Character Development

Accuracy

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

Relevance

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

Symbolism

Accuracy

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

Relevance

The reader describes the importance of symbolism to a story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

Mood

Accuracy

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

Relevance

The reader describes the importance of mood to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

PAWS Assessment Descriptions – Grade 11 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story’s theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.

11th Grade Language Arts

2009-2010 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE
LANGUAGE ARTS
ELEVENTH GRADE ENGLISH (LA-11)

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
First Semester		
1	LA-11-01-01	READING: Read Designated Pages (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-11-01-02	READING: Respond to Literary Works (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA-11-02-01	WRITING: Reflective Narrative (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA-11-02-02	WRITING: Step Up to Writing (1 st Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
Second Semester		
5	LA-11-01-03	READING: Read Designated Pages (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA-11-01-04	READING: Respond to Literary Works (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA-11-02-03	WRITING: Persuasive Writing (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
8	LA-11-02-04	WRITING: Step Up to Writing (2 nd Semester) **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

CCHS Requirement – Late Work Policy – no late work accepted after	
1st Semester:	2 nd Semester
6 weeks - October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd /24 th
Reading Due Dates –	
1st Semester:	2 nd Semester
6 weeks – October 13 th /14 th	6 weeks – March 2 nd /3 rd
12 weeks - November 22 nd /23 rd	12 weeks –April 13 th /14 th
18 weeks –January 11 th /12 th	18 weeks –May 23 rd /24 th

Choose one or more of the following recommended BOE Consortium Activities per semester:	
<u>First Semester:</u> Words to Live By Back From The Past Reflective Narratives The Novel	<u>Second Semester:</u> The Novel Poet’s Corner Newspaper Short Stories Gender Roles Reader’s Choice Book Club The Beat Goes On Listening to Words of Wisdom
<u>Either Semester:</u> Literary Job Search Say It Again, Sam Literary News Detective Research	

Campbell County School District #1 Gillette, Wyoming

Language Arts - Junior English

CCHS - Junior English is designed to foster an understanding of the development of American Literature and its contribution to World Literature. Speaking, reading, thinking, listening, and writing are integral parts of the course. Novels are assigned regularly, and students will read 1800 pages each semester out of class.

WJSH (English III) - This required junior-level course will focus on the students' mastery of the Wyoming Language Arts Standards: Writing, Reading, Listening, Speaking, and Integration.

Writing will be the focus of study, with a variety of essays, analyses, essay exams, journal entries, and technical writing activities required. Exercises in grammar, punctuation, spelling, vocabulary, and sentence structure will be completed. Historical units, including a research paper, will be explored, in cooperation with the American History teacher. This paper will satisfy course requirements in English III and American History.

Students in this course will actively participate in the study of selected works and authors in American literary history. Students will read and comprehend a variety of genres: novels, short stories, poems, journal entries, speeches, newspaper articles, autobiographies, etc. Students must read an additional 750 pages per quarter from materials of their own choosing and document their comprehension of the selections.

Students will participate in and present a variety of speaking activities. Each student will study and complete a detailed unit and presentation on a decade from 1920-1980. Also, every student must satisfactorily complete and present an electronic portfolio documenting his/her mastery of the five standards.

Textbook: Timeless Voices, Timeless Themes, the American Experience - Prentice Hall; Writing and Grammar: Communication in Action, The American Experience - Prentice Hall

LA-11-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-02 Demonstrate Understanding of Literary Texts
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-05 Present Oral Interpretations of Literature
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate well developed reading skills by writing pre-reading questions, linking material to author's background and time period, using library media to enhance comprehension of the literature, and approaching literature at literal and interpretive levels.

LA-11-01-01 - Reading (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Date
- Title
- Author
- Number of pages
- STAR score: IRL (instructional reading level)
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Common Directions:

Students, you will read the designated number of pages each semester. You will respond to each book through an approved response, which may include a TEA Chart, Independent Reading Log, or Book Talk etc. In addition, you will produce a computer-generated spreadsheet to document **all** pages read. You are required to read at least one approved American Classic per semester complete with the appropriate documentation.

Common Rubric: Reading Designated Pages rubric

LA-11-01-02 - Respond to Literary Works (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

***** PRODUCTS *****

- TEA Chart
- Independent Reading Log

***** TASKS *****

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

Common Directions:

Students, you will demonstrate independent reading by reading novels from a list of classics provided.

Common Rubric: Respond to Literary Works rubric

LA-11-01-03 - Reading (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Date
- Title
- Author
- Number of pages
- STAR score: IRL (instructional reading level)
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Common Directions:

Students, you will read the designated number of pages each semester. You will respond to each book through an approved response which may include a TEA Chart, Independent Reading Log, or Book Talk etc. In addition, you will produce a computer-generated spreadsheet to document **all** pages read. You are required to read at least one approved American Classic per semester complete with the appropriate documentation.

Common Rubric: Reading Designated Pages rubric

LA-11-01-04 - Respond to Literary Works (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

***** PRODUCTS *****

- TEA Chart
- Independent Reading Log

***** TASKS *****

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

Common Directions:

Students, you will demonstrate independent reading by reading novels from a list of classics provided.

Common Rubric: Respond to Literary Works rubric

LA-11-01-05 – Various Assigned Readings (Objective)

S – Supporting

Assigned readings in class:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses) to understand a text's major points and supporting details, to understand the text's organization and how that organization serves the writer's purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays from America and various world cultures) to recognize and understand an author's development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; and read to understand the theme of a story and how the author develops it.

* * * * **T A S K S** * * * *

- | | |
|----------------------|--------------------|
| • gather information | • analyze |
| • compare/contrast | • read/communicate |
| • integrate | • interpret |
| • judge/evaluate | |

LA-11-01-06 - Pre-reading (Objective)

S - Supporting

The students will choose and use pre-reading strategies appropriate to assigned readings:

- Building background knowledge (organizers, brainstorming).
- Setting purpose.
- Arousing curiosity (questioning strategies, reading for specific facts, visualization).
- Making predictions (using titles, perspective).

LA-11-01-07 - Expand Vocabulary Through Various Methods (1st Semester) (Objective)

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

* * * * **Six Steps to Effective Vocabulary Instruction** * * * *

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms

- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

Note: See “Terms” page to use as a possible pretest following Performance Assessment Guide.

LA-11-01-08 - Expand Vocabulary Through Various Methods (2nd Semester) (Objective)

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

*** * * * Six Steps to Effective Vocabulary Instruction * * * ***

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

LA-11-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

LA-11-01-01 Apply Comprehension Strategies in Reading

LA-11-01-02 Demonstrate Understanding of Literary Texts

LA-11-01-03 Demonstrate Understanding of Informational Texts

LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish

LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

LA-11-03-03 Use Strategies to Organize Formal Presentations

LA-11-03-04 Use Strategies to Organize Persuasive Presentations

The students will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing research papers and expressive pieces.

LA-11-02-01 - Reflective Writing (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will complete a reflective writing which might include:

- Autobiography
- Biography
- Personal reaction
- Character analysis
- Critical analysis
- Research paper
- Comparison/contrast
- Reflective narrative
- Other

Common Directions:

Students, you will write a reflective narrative piece which might include:

- Autobiography • Character analysis • Comparison/contrast
- Biography • Critical analysis • Reflective narrative
- Personal reaction • Research paper • Other (as approved by your instructor)

Common Rubric: PAWS Reflective Narrative rubric

LA-11-02-02 - Step Up to Writing - 1st Semester (Objective)

C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; Internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW detailed topic sentences information.

Common Directions:

Students, you will demonstrate proficiency of the following Step Up to Writing components. Proficiency may be garnered through various writing activities throughout the semester which will include:

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length

- Pick and enrich your E's
- Citing sources – works cited and in-text citations; Internet sources
- More sophisticated transitions
- Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Common Rubric: SUTW rubric

LA-11-02-03 - Persuasive Writing (2nd Semester) (Objective)

C - Critical – Assessment Reporting Required

The students will complete a persuasive writing.

Common Directions:

Students, you will complete a persuasive essay using a prompt provided by the teacher. You will include a persuasive argument and support a definite position for a specified audience. The student will develop the content of the message through the use of details. You will build the structure to support the purpose and effectiveness of the writing. In addition, you will use appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging and develop the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

Common Rubric: PAWS Persuasive Rubric

LA-11-02-04 - Step Up to Writing (2nd Semester) (Objective)

C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Pick and enrich your E's

- Use E's from sources – literature, research
- Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW topic sentences information.

Common Directions:

Students, you will demonstrate proficiency of the following Step Up to Writing components. Proficiency may be garnered through various writing activities throughout the semester which will include:

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; Internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Common Rubric: SUTW rubric

LA-11-02-05 - Write For Publication (Objective)

S - Supporting

The students will publish their own writing:

- | | |
|-------------------------|------------------------|
| • Bulletin board | • Academic competition |
| • School publication | • Oral |
| • Community publication | • Other |

LA-11-02-06 - Read and Respond to Own/Others' Writings (Objective)

S - Supporting

The students will use various strategies for reading and responding to their own and peers' writings. This may include:

- | | | |
|-----------------------|----------------|---------|
| • Questioning | • Action plans | • Other |
| • Feedback strategies | • What if | |

LA-11-02-07 - Pre-write (Objective)

S - Supporting

The students will use at least two pre-writing strategies. These may include:

- Jot lists
- Free writing
- Rambling
- Clustering
- Webbing
- Mapping
- Discussion
- Brainstorming
- T-charts
- TEA charts
- 3-column
- 4-column
- other

LA-11-02-08 - Revise (Objective)

S - Supporting

The students will use at least two appropriate revision strategies with their writing. These may include:

- Reduce to one sentence
- Flip-flop
- Conferencing (peer and teacher)
- Proofreading strategies
- Appropriate use of resource materials and persons
- Mapping
- Read aloud
- Peer editing
- Feedback strategies
- Take a break
- Other

LA-11-02-09 - Correct Grammar and Usage (Objective)

T - Teach

The students will demonstrate correct grammar and usage in their writing.

- Capitalization
- Commas
- Pronouns
- Noun-Verb agreement
- Punctuation with conjunctions
- Possessives
- Double negatives
- Clause/phrase distinction
- Subordinate (dependent) clauses
- Independent (coordinate) clauses
- Subject/predicate
- Prepositional phrases
- Homonyms
- Identification of misspelled words
- Colons
- Semicolons
- Noun clauses
- Relative clauses
- Participial phrases
- Compound sentences

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- a) Write a variety of sentences in text
- b) Combine sentences in a variety of ways

- c) Demonstrate competency in the use of sentence fluency
- d) Demonstrate mastery of sentence-combining skills through editing

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- | | |
|-------------------|------------------------------------|
| •Series | •Dates and addresses |
| •Dialogue | •Two independent clauses |
| •Direct address | •Clarity and emphasis |
| •Interjections | •Introductory phrases, clauses |
| •Numbers | •Enclose information |
| •Interruptions | •Enclose titles or initials |
| •Appositives | •Letter writing: greeting, closing |
| •Adjectives | •Nonrestrictive phrases, clauses |
| •Clauses, phrases | •Parenthetical/contrasted elements |

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- Sentences in parentheses
- Sentences following colons
- Organizations
- Titles of courses
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions
- Days of the week, months, holidays, and holy days
- Periods, events in history; special events
- Political parties
- Official documents
- Trade names
- Official titles, state nicknames

Backward Mapping: USAGE

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- | | |
|--|-------------------------------|
| •accept (to agree or take what is offered) | •attendants (escorts) |
| •except (leaving out or excluding) | •ball (round object) |
| •assistance (help) | •bawl (cry) |
| •assistants (those who help) | •been (past participle of be) |
| •attendance (presence) | •bin (box) |
| | •bread (food) |

- bred (cultivated)
- but (except)
- butt (end)
- cheap (inexpensive)
- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)

- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)

- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA-11-02-10 - Poem (Objective)

S - Supporting

The students will write poems using at least three literary devices.

LA-11-03 SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-04 Use Strategies to Organize Persuasive Presentations
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-07 Use Visual Aids or Technology in Presentations
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate public speaking skills by presenting formal and informal speeches.

LA-11-03-01 - Participate in Group Discussion (Objective)

S - Supporting

The students will actively participate in small- and large-group class discussions during the first semester.

LA-11-03-02 - Participate in Group Discussion (Objective)

S - Supporting

The students will actively participate in small- and large-group class discussions during the second semester.

LA-11-03-03 - Formal Presentation (1st Semester) (Objective)

S - Supporting

Students will give a formal presentation during the first semester which might:

- interpret
- inform
- persuade
- demonstrate
- assume role of character/author
- other

LA-11-03-04 - Formal Presentation (2nd Semester) (Objective)

S - Supporting

Students will give a formal presentation during second semester which might include:

- interpret
- inform
- persuade
- demonstrate
- assume role of character/author
- other

LA-11-04 LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will listen for a variety of purposes appropriate to grade level.

LA-11-04-01 - Listening (1st Semester) (Objective)

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or an outside presenter during the first semester.

LA-11-04-02 - Listening (2nd Semester) (Objective)

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or outside source during second semester.

LA-11-05 THINKING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

The students will apply critical thinking strategies.

LA-11-05-01 - Cognitive Demand (Objective)

S - Supporting

The students will apply all areas of Cognitive Demand (recall, basic application, strategic thinking, extended thinking) in all categories: reading, writing, speaking, listening, and thinking.

LA-11-05-02 - Explain and Apply Metacognition (2nd Semester) (Objective)

S - Supporting

The students will analyze their own thinking by giving specific written examples. This may be included in their technology presentations.

LA-11-05-03 - Express Self Clearly (Objective)

S - Supporting

The students will express themselves clearly when participating in class discussions.

LA-11-05-04 - Set and Meet Goals (Objective)

S - Supporting

The students will set, act on, and accomplish their goals through a variety of means (writing process, outlining, planning, mind map) when writing the research-based nonfiction paper.

last update 4/29/10
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Technology Project

Suggested 11th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA-11/H2-01-07	Expository Writing (2 nd semester)
LA-11/H2-04-04	Speaking: Formal Presentation (2 nd semester)
LA-11/H2-06-01	Use of Technology (2 nd semester)
LA-11/H2-03-02	Listening: Active Listening (2 nd semester)

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentations
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and on-line
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations, respond appropriately, and archive the information

Integrating Technology to Meet Performance Standards:

- Meet rubric guidelines for appropriate/identified DSPA's, as well as state and district guidelines

Evaluation:

- Technology rubric

11th Grade Vocabulary Terms

Terms juniors should know prior to their junior year.
Suggested use: Beginning of year pre-test

Alliteration		Repetition of consonant sound at beginning of word
Allusion	PAWS	Reference to well-known person, place, event, lit work, work of art
Analogy	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
Characterization	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
Figurative language	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
Flashback	PAWS	Interrupts chronological order to relate event from earlier time
Foreshadowing	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
Hyperbole	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
Irony	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
Metaphor	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
Mood	PAWS	Atmosphere = feeling created by a work
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama

11th Grade Vocabulary Terms

Terms juniors should know prior to their junior year.
Suggested use: Beginning of year pre-test

Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment
Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
Personification	PAWS	Nonhuman subjects given human characteristics
Plot structure	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
Point of view	PAWS	Perspective from which a story is told: 1 st , 3 rd
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
Simile	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
Symbolism	PAWS	Anything standing for something else
Theme	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
Tone	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
Standardized Test Words:		
Analyze		Break apart; study the pieces
Compare		Tell all the ways they're alike
Contrast		Tell all the ways they're different
Describe		Paint a picture with words; tell all about
Evaluate		Judge, tell in your own words
Explain		Tell how, put it in your own words
Formulate		Put together, create
Infer		Make a good guess; read between the lines
Predict		Make a guess; tell what will happen next
Summarize		Sum it up; give me the short version
Support		Give the facts, back up with details
Trace		Outline, list in steps

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11th

Grade

LANGUAGE ARTS

Persuasive Essay Scoring Guide LA-11-02-03
(Tool 10-17a Step Up to Writing Secondary Level
2008 Sopris West Educational Services)

	1	2	3	4	Score
	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear plan	Thorough plan with useful details	
Organization	<ul style="list-style-type: none"> ___ Position statement is absent or unclear ___ Supporting statements are unclear or not related ___ Disorganized; no transitions; transitions not used correctly ___ No examples and/or explanations to support the position ___ No conclusion; conclusion not connected to the topic; no persuasive 	<ul style="list-style-type: none"> ___ Attempts a position statement ___ Minimal support; weak support; not developed ___ Somewhat organized with simple transitions ___ Few/weak examples and explanations; some not related to the position ___ Weak conclusion; mostly repeats the position statement; somewhat persuasive 	<ul style="list-style-type: none"> ___ Position statement clearly fits the prompt, task, or topic ___ Good reasons, details, and facts strongly support position ___ Transitions fit the essay’s purpose and help with the organization ___ Good examples; clear explanations support the position ___ Solid conclusion restates/connects with the position statement; fairly persuasive 	<ul style="list-style-type: none"> ___ Strong position statement fits the prompt, task, or topic in an interesting way ___ Strong reasons, details, and facts are presented with confidence ___ Excellent organization; good use of transitions to introduce reasons or facts ___ Many exceptional examples; lots of useful elaboration ___ Strong conclusion reinforces the position statement; very persuasive 	
Content	<ul style="list-style-type: none"> ___ No clear connection to the position statement and purpose of the essay ___ Examples inaccurate, confusing, or unrelated to the position No enough information or information unclear 	<ul style="list-style-type: none"> ___ Information sometimes repeated or wanders from the purpose of the essay ___ Examples and explanations are incomplete and not very clear ___ Some accurate information but position is not developed; not always persuasive 	<ul style="list-style-type: none"> ___ All information relates to the position statement and purpose of the essay ___ Examples and explanations help reader clearly understand the position ___ Information presented in a logical, interesting manner; mostly persuasive 	<ul style="list-style-type: none"> ___ Very interesting examples, evidence, and explanations fit the purpose of the essay ___ Quality and quantity of information fully explain the position statement ___ Information is very convincing and easy to understand; very persuasive 	
Style	<ul style="list-style-type: none"> ___ Many fragments and/or run-on sentences; several short, choppy sentences ___ Repeated words or phrases; some words used incorrectly ___ No clear purpose 	<ul style="list-style-type: none"> ___ Mostly simple sentences or sentences that begin the same way ___ Basic words and descriptions ___ Style of essay fits the purpose but needs development; voice and tone not clear 	<ul style="list-style-type: none"> ___ Different sentence structures; varied in the way sentences begin ___ Familiar ordinary words fit the topic; descriptive words used effectively ___ Style fits the purpose for the essay; shows persuasive voice and tone 	<ul style="list-style-type: none"> ___ A variety of effective simple, compound, and complex sentences ___ Rich words and content vocabulary or figurative language creates mental pictures and keeps the interest of the reader ___ Style fits the purpose of the essay; strong persuasive voice and tone 	
Grammar, Mechanics, & Punctuation	<ul style="list-style-type: none"> ___ Many errors in capitalization, usage, punctuation, and spelling that interfere with reading; no look or sense of a persuasive essay ___ Shows lack of language skills ___ Not readable 	<ul style="list-style-type: none"> ___ Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; attempts to create the look of a persuasive essay ___ Some problems with language ___ Not neat; still readable 	<ul style="list-style-type: none"> ___ Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate persuasive essay format ___ Correct use of language ___ Neat, readable 	<ul style="list-style-type: none"> ___ Minimal, if any, errors in capitalization, usage, punctuation, and spelling; obvious control of the persuasive essay format ___ Skilled use of language ___ Exceptionally neat; obvious effort to engage the reader 	
				Total Score (16 points possible)	

PAWS Writing Scoring Guide—Grade 11 Targets (LA-11-02-01, LA-H2-02-01)

Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets (LA-11-02-03, LA-H2-02-03)

Expository: Persuasive Essay—*Makes a persuasive argument and supports a definite position for a specified audience*

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

Grade 11 – (Alternate rubric for LA-11-02-01, LA-11-02-03, LA-H2-02-01, and LA-H2-02-03)

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident 	<p>Basic or general development:</p> <ul style="list-style-type: none"> * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important * repetitious, disconnect, random thoughts
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	<p>Individual, compelling, and engaging with consistent use of 1st or 3rd person:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged with use of 1st or use of 3rd person:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced with no regard for correct use of person or uses 2nd person:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – Trait Analytical Scoring Guide – Page 2

Sentence Fluency	<p>Easy flow, rhythm and cadence</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invited expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * no ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interferes with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * double spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

Name _____
Date _____

Topic _____

Group Research Presentation – Individual Assessment

	Exceptional	Admirable	Acceptable	Amateur	Unsatisfactory
Content	(20) Thoroughly covers the assigned topic by using high quality information. Works cited page included.	(17) Covers the assigned topic with only an occasional lapse; uses quality information. Works cited page included.	(15) Adequately covers the assigned topic and uses good information. Works cited page included.	(8) Barely covers the assigned topic and uses insufficient information. Works cited page not included.	(0) Inadequately covers the assigned topic; too short; not enough information. Works cited page not included.
Presentation	(5) Conveys information in an interesting and original way. ----- (5) Effectively uses notes.	(4) Conveys information in an interesting way. ----- (4) Appropriately uses notes.	(3) Conveys information in an appropriate manner. ----- (3) Over-relies on notes.	(1) Conveys information primarily by reading. ----- (1) Presentation was read or obviously memorized.	(0) Too brief to evaluate. ----- (0) Too brief to evaluate or read from the screen.
Organization	(10) Audience can easily use the graphic organizer to follow the development of the presentation.	(8) Audience can use the graphic organizer to follow the development of the presentation.	(6) Audience occasionally needs help to use the graphic organizer to follow the presentation.	(3) Audience frequently needs helps to use the graphic organizer to follow the presentation.	(0) No graphic organizer, or organizer minimally covers the material.
Visuals	(10) Slides and oral presentation highly correlate. Slides contain only the highlights of the spoken ideas.	(8) Slides and oral presentation correlate. Slides contain only the highlights of the spoken ideas.	(6) Slides and oral presentation usually correlate. Slides contain only the highlights of the spoken ideas.	(3) Little correlation between oral presentation and screens. Or screens contain too much information.	(0) Very little correlation between screens and oral presentation. Or oral presentation and screens are almost identical.
Investment & Involvement	(10) Enthusiasm and investment in the presentation consistently engage the audience.	(8) Enthusiasm and investment in the presentation engage the audience.	(6) Enthusiasm and investment usually engage the audience.	(3) Enthusiasm and investment in the presentation are evident but unsustainable.	(0) Enthusiasm lacking for the presentation; does not engage the audience.

Oral Presentation Criteria (40)

Adequate volume and projection	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Maintains eye contact	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Has appropriate posture	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses purposeful gestures	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Lacks speech crutches	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
All words pronounced correctly	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses appropriate speaking pace	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Observe time limits	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1

Works Cited Page Rubric

Teacher Name _____

Student Name _____

Category	4	3	2	1
Title of Page	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
Alphabetical Order of Citations	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
Indentation of Lines	All of the sources begin at the left margin with following line indented five spaces.	Most of the sources begin at the left margin with following line indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the sources.
Completeness of Citations	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
Order of Elements of the Citation	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
Punctuation	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

Research Presentation Using PowerPoint Assessment and Feedback Form

Date _____

Name _____

Topic _____

	Exceptional	Admirable	Acceptable	Amateur	Unsatisfactory
Introduction	(10) Creatively catches the audience’s attention and leads into the presentation	(8) Makes a startling statement, asks a relevant question, or tells a relevant story	(6) Clearly states a purpose for the presentation	(3) “Our speech is on…”	(0) Lacks introduction
Presentation Program	(10) Program is visually consistent, and it enhances and organizes the information. Follows Rule of 6.	(8) Although the program may not be visually consistent, it still supports a unified message. Follows Rule of 6.	(6) Visual parts of the program neither distract nor enhance the message. Too many elements.	(3) The visual inconsistencies of the program distract the audience; Rule of 6 ignored.	(0) Program is severely limited and screens appear unrelated.
* Content	(10) All screens serve as a road map to the oral presentation	(8) Most screens serve as a road map to the oral presentation	(6) Screens are inconsistent- some have too much or too little information while others are just right	(3) Screens represent almost everything that is presented orally	(0) Screens contain too much information and are difficult to read
* Graphics	(10) All graphics are purposefully integrated and enhance the message of the presentation	(8) Most graphics are purposefully integrated and enhance the message of the presentation	(6) Some graphics are purposefully integrated and enhance the message of the presentation	(3) Graphics or clip art are occasionally related to the purpose of the presentation	(0) Graphics or clip art are limited, irrelevant, or not used
* Text	(5) Text is consistent and clearly visible to the entire audience	(4) Text is inconsistent yet clearly visible to the entire audience	(3) Text is visible only to part of the audience	(1) Text is visible but difficult to read	(0) Text is sparse and not useful to the presentation
* Fade outs	(5) Consistently and purposefully uses fade outs	(4) Usually uses fade outs	(3) Inconsistently uses fade outs	(1) Fade outs distract from the presentation	(0) Limited or no use of fade outs
* Transitions between slides	(5) Consistently and purposefully uses transitions	(4) Usually uses transitions	(3) Inconsistently uses transitions	(1) Transitions distract from the presentation	(0) Little or no use of transitions
Organization	(20) Clearly and logically ordered from beginning to end	(17) Logically developed from purpose	(15) Listener can easily follow the presentation	(8) Listener can follow the presentation	(0) Difficult to follow; no apparent organization
Investment & Involvement	(5) Enthusiasm and investment in the presentation consistently engage the audience	(4) Enthusiasm and investment in the presentation engage the audience	(3) Enthusiasm and investment usually engage the audience	(1) Enthusiasm and investment in the presentation are evident but unsustainable	(0) Enthusiasm lacking for the presentation; does not engage the audience
Conclusion	(20) Purposefully and effectively concludes the presentation	(17) Appropriately concludes the presentation	(15) Summarizes the content as a means of concluding the presentation	(8) “Well, that’s the end of our speech,” or some other abrupt ending	(0) No closure

11th Grade SUTW Rubric

LA-11-02-02, LA-11-02-04

LA-H2-02-02, LA-H2-02-04

Components	4	3	2	1
Topic Sentences	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)
T- charts	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation
Accordion Paragraph	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion

Accordion Essay	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)
Pick and enrich your E's	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)

MS 2009

Reading Designated Pages

Junior English and Comm. For Technology

LA-11-01-01 and LA-11-01-03

LA-CT-01-01 and LA-CT-01-02

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Number of pages
- Date
- Lexile
- Title
- Author
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Criteria	4	3	2	1
# of Pages	Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-77% of designated pages	Read 59% or below of designated pages
Spreadsheet Format	Student includes all required information on spreadsheet.	Student includes most of the required information on the spreadsheet.	Student includes Some of the required information on the spreadsheet.	Student includes little required information on the spreadsheet. No spreadsheet submitted.

Grade	6 weeks	12 weeks	18 weeks
A+	588-600	1176-1200	1764-1800
A	558-587	1116-1175	1674-1763
A-	540-557	1080-1115	1620-1673
B+	528-539	1056-1079	1584-1619
B	498-527	996-1055	1494-1583
B-	480-497	960-995	1440-1493
C+	468-473	936-959	1404-1439
C	438-467	876-935	1314-1403
C-	420-437	840-875	1260-1313
D+	408-419	816-839	1224-1259
D	378-407	756-815	1134-1223
D-	360-377	720-755	1080-1133
F	359 and fewer	719 and fewer	1061 and fewer

Respond to Literary Works
LA-11-01-02, LA-11-01-04
LA-H2-01-02 LA-H2-01-04

Objective: The students will respond to literary works listed on their spreadsheet. Students will demonstrate independent reading and connect a variety of reading materials to their world.

Novels will be from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.) Students may also read American biographies and autobiographies.

Criteria	4	3	2	1
Quality Feedback Via TEA Charts and/or Independent Reading Logs	Student gives insightful responses to all reading selections.	Student gives acceptable responses to reading selections.	Student gives some acceptable responses to reading selections.	Student gives few quality responses to reading selections
Responds to novels listed on the spreadsheet.	Student responded to all novels listed on the spreadsheet.	Student responded to most novels listed on the spreadsheet.	Student responded to some novels listed on the spreadsheet.	Student responded to a few/no novels listed on the spreadsheet. No spreadsheet submitted
Accelerated Junior English: American Classics	Student read only American classics from the approved list, which was appropriate to student's reading level.			Student did not read American classics.
Junior English	Student read an approved American classic from the approved list, which was appropriate to the student's reading level.			Student did not read an American classic from the approved list.

SSR Rubric

4 – 6 points	3 – 8 points	2 – 6 points	1 – 4 points
4 Advanced	3 Proficient	2 Basic	1 Below Basic
<ul style="list-style-type: none"> * You read the whole time. * You were ready to read your novel/book. * You read way down deep; you were lost in the book. * You respect the readers around you. * You read quietly. 	<ul style="list-style-type: none"> * You read most of the time. * You took a little while to get ready to read your novel/book. * You respect the readers around you. * You read quietly. 	<ul style="list-style-type: none"> * You read some of the time. * You had to search for or be reminded to read your novel/book. * You interrupt the reading of others. 	<ul style="list-style-type: none"> * You waste precious time not reading. * You were not ready to read your novel/book. * You do not respect the other readers around you; you were off track.

Students who choose not to read will receive 0 points.

NOTE: This SSR rubric may be used if you want to grade students on their silent sustained reading.

11th Grade – Use of Technology Rubric (Supplemental rubric)

The student will present information by using available technology. Check all that apply.

- List A**
- _____ word processed paper
- _____ web page
- _____ multi-media
- _____ scanned images
- _____ presentations (Powerpoint, Director, etc.)
- _____ spreadsheet
- _____ digital pictures

- List B**
- _____ internet searches
- _____ audio
- _____ database
- _____ web page evaluation
- _____ self-produced
- _____ interviews
- _____ self-produced DVD
- _____ electronic library
- _____ electronic encyclopedia
- _____ electronic atlas
- _____ other

Trait	4	3	2	1
Use of technology	6-7 List A	4-5 List A	2-3 List A	1 List A
	7-11 List B	5-6 List B	3-4 List B	1-2 List B

Technology
Useful Information to be Used With Student Presentations

Creating An Effective PowerPoint Presentation
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Planning and creating a PowerPoint presentation needn't be difficult or stressful. Use these guidelines to improve the quality of your presentation.

Content is the most important part of your presentation.

1. The quality of the research. The topic should be thoroughly researched, with a number of different sources. Using visual images? Make sure they are appropriate to the point(s) you wish to make, and be certain that you know the specifics on each image (who? what? when? where? how?).
2. Organization and transition. There should be a logical flow from beginning to end, like in written work. Avoid jumping from one point to another, and be careful about adding information that is not directly related to the main theme. Strongly consider drawing up an outline before you begin assembling the actual slides.

The following points contain information that can help strengthen the visual part of your presentation.

1. The “joy of six” is a helpful rule of thumb. Use a maximum of six points per slide and six words per point.
2. Use text sparingly. Depending on the color and font size you select, text may be difficult to read. In addition, if your audience is concentrating on written text, they are most likely not giving you their complete attention.
3. Select colors with care. Experiment with color combinations, but make sure they work well on a screen – there is often a difference between how something looks on your computer screen and how it appears when projected onto a screen or wall. If possible, preview your presentation ahead of time.
4. Keep unity of design from slide to slide. Using one, or several, or the master slides provided in PowerPoint can help avoid problems of this nature.
5. Font size is important – use the “floor test” for readability. Print out a slide containing text, then place the page on the floor. Can you read the slide from a standing position? If yes, then your audience can likely read it from their seats. If no, then the font size needs to be increased. Previewing your presentation in the room you'll be using? Walk to the back of the room – if you can't easily read the slides, your audience won't be able to either.

6. Minimize or avoid animated texts, sounds, and fancy transitions. These can be effective in certain situations, but often distract your audience from the main points you are making.
7. Avoid switching between programs (such as calling up a Web page). This takes extra time and can make it difficult for your audience to remain focused on your presentation.
8. Do you want people to take notes during your presentation? Leave them sufficient time to do so.
9. Timing. Use three slides per minutes as a maximum.
10. Visual images can be great, but they need to be selected carefully and be appropriate to the point(s) you want to make. Watch size, too – images too small are not helpful. And if formatting visual images to fit a slide, be sure to keep the dimensions of the original!!

It's often helpful to keep these concepts in mind: FOCUS – PLAN – PRACTICE

FOCUS on the main point(s) you want to make.

PLAN the layout of your presentation. This means carefully considering each slide, as well as the presentation as a whole. Does everything fit together?

PRACTICE your entire presentation at least once before you present it to your audience. Most helpful is projecting your presentation onto a screen, in order to see exactly how your audience will view it. If possible, have someone watch and listen, then ask questions about anything that they find unclear – rather than face a difficult question from one person than in front of an audience!

* Some language concepts used here adopted from David G. Brown, “Judicious PowerPoint,” in Syllabus 14, 8 (March 2001), 27.

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Created and maintained by: Thomas Saylor, Ph.D.

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American Classics

Title *previously appeared on AP Test	Author	R Level	Interest Level	Lexile	Literary Period
Absalom, Absalom*	Faulkner, William	9.1	9+	NL	Modern
Absolutely True Diary of a Part-Time Indian	Alexie, Sherman			600	Contemporary
Adventures of Huckleberry Finn*	Twain, Mark	11	9+	990	Realism
Adventures of Tom Sawyer	Twain, Mark	9	7--12	950	Realism
Age of Innocence*	Wharton, Edith	8.8	9+	1170	Realism
Agnes of God*	Pielmeier, John			NL	Contemporary/ Drama
All My Sons*	Miller, Arthur			NL	Contemporary Drama
All the King's Men*	Warren, Robert Penn	6.8	9+	NL	Modern
All the Pretty Horses*	McCarthy, Cormac	9	9+	940	Contemporary/ Western
A Long, Fatal Love Chase	Alcott, Louisa May				Romanticism
America is in the Heart*	Bulosan, Carlos			830	Modern
An American Tragedy	Dreiser, Theodore	9	9+	1240	Realism
Angel Fire	Franscell, Ron			NL	Contemporary/ Mystery
Angle of Repose	Stegner, Wallace	6.9	9+	1020	Modern
Animal Dreams	Kingsolver, Barbara	5.7	9+	790	Contemporary
Another Country*	Baldwin, James	7	9+	NL	Contemporary/ Civil Rights
April Morning	Fast, Howard	6.1	9+	1050	Revolutionary War
Armies of the Night*	Mailer, Norman		10	NL	Modern
As I Lay Dying	Faulkner, William	5.4	9+	870	Modern
Astonishing Life of Octavian Nothing	Anderson, M.T.			1010	Contemporary
Autobiography of an Ex-Colored Man*	Johnson, James Weldon	9	9+	1100	Contemporary/ Civil Rights
Autobiography of Miss Jane Pittman	Gaines, Ernest	4.6	7+	710	Civil Rights/ Civil War
Awakening, The*	Chopin, Kate	8.5	9	960	Women's Rights
Babbitt	Lewis, Sinclair	7.8	9+	1110	Modern
Ballad of the Sad Café	McCullers, Carson	8	9+	NL	Contemporary
Bastard Out of Carolina	Allison, Dorothy	10	9+	900	Contemporary
Bean Trees	Kingsolver, Barbara	5.6	9+	900	Contemporary
Beautiful Boy: Father's Journey Son's Addiction	Sheff, David			NL	Contemporary
Bell Jar	Plath, Sylvia	7.2	9+	1140	Contemporary
Beloved*	Morrison, Toni	6	9+	870	Contemporary
Benito Cereno*	Melville, Herman			NL	Romanticism
Big Sky, The	Guthrie, A.B.	9	9+	960	Western

Big Sleep, The	Chandler, Raymond	9	9+	660	Contemporary
Billy Bathgate	Doctorow, E.L.			NL	Contemporary
Billy Budd, Sailor*	Melville, Herman	10	9+	1450	Romanticism
Bingo Palace	Erdrich, Louise	9	9+	1060	Contemporary
Bitterly Divided: South's Inner Civil War	Williams, David			NL	Civil Rights
Black Boy	Wright, Richard	7.4	9+	950	Modern/ Civil Rights
Black Elk Speaks	Black Elk	5.6	7+	1010	Native American
Black Like Me	Griffin, John Howard	7	9+	990	Modern/ Civil Rights
Black Water	Oates, Joyce Carol			NL	Contemporary/Political
Bless Me, Ultima*	Anaya, Rudolfo	10	9+	840	Contemporary
Blessings	Quindlen, Anna	6.3	9+	NL	Contemporary
Blindspot	Kamensky, Jane			NL	Contemporary/ Colonial
Blood Meridian	McCarthy, Cormac			NL	Contemporary
Bluest Eye, The*	Morrison, Toni	5.2	9+	920	Contemporary
Bodega Dreams	Quinonez, Ernesto	9	9+	NL	Contemporary
Bone: A Novel*	Ng, Fae M.			NL	Contemporary
Book of Daniel, The	Doctorow, E.L.			NL	Contemporary
Book of Ruth, The	Hamilton, Jane	5.9	9+	950	Contemporary
Boy's Life	McCammon, Robert	5.2	7+	780	Contemporary
Bridge of San Luis Rey	Wilder, Thornton	7.1	9+	1080	Modern
Call of the Wild	London, Jack	9	7--12	1120	Realism
Candida*	Shaw, George Bernard			NL	Modern
Caramelo	Cisneros, Sandra	5.7	9+	NL	Contemporary
Cat on a Hot Tin Roof*	Williams, Tennessee	9	9+	NL	Modern/ Drama
Catch-22*	Heller, Joseph	7.1	9+	1140	Modern
Catcher in the Rye*	Salinger, J.D.	4.7	9+	790	Modern
Centaur, The*	Updike, John			NL	Contemporary
Ceremony*	Silko, Leslie Marmon	9	9+	890	Native American
Chosen, The	Potok, Chaim	6.6	9+	970	Contemporary
Civil Disobedience	Thoreau, Henry David	8.7	9+	1200	Transcendentalism
Cold Mountain	Frazier, Charles	6.9	9+	1210	Contemporary/ Civil War
Color of Water, The	McBride, James	6.1	9+	1240	Contemporary
Color Purple, The*	Walker, Alice	4	9+	670	Contemporary
Coyote Waits	Hillerman, Tony	4.7	9+	720	Contemporary/ Mystery

Crooked Little Heart	Lamott, Anne	6.3	9+	1010	Contemporary
Crucible, The	Miller, Arthur	4.9	9+	1320	Modern/ Drama
Curious Incident of the Dog in the Night-Time	Haddon, Mark	5.4	9+	1180	Contemporary
Daisy Miller	James, Henry	9	9+	850	Realism
Dandelion Wine	Bradbury, Ray	6	9+	880	Contemporary
Day of the Locust, The	West, Nathanael			NL	Modern
Dead in the Water	Stabenow, Dana			NL	Contemporary/ Mystery
Death Comes for the Archbishop*	Cather, Willa	7.9	9+	1150	Modern
Death in the Family, A*	Baldwin, James	6.9	9+	1020	Contemporary/ Civil Rights
Death of a Salesman	Miller, Arthur	6.2	9+	NL	Modern/ Drama
Delta Wedding*	Welty, Eudora			NL	Contemporary
Desire Under the Elms*	O'Neill, Eugene			NL	Contemporary
Dharma Bums, The	Kerouac, Jack	9	9+	NL	Contemporary
Dinner at the Homesick Restaurant*	Tyler, Anne	9	9+	720	Contemporary
Dollmaker, The*	Arnow, Harriette	8	9+	1120	Modern
Double Bind, The	Bohjalian, Chris				Contemporary
Down These Mean Streets	Thomas, Piri	8	9+	820	Contemporary
Dune	Herbert, Frank	5.7	9+	800	Contemporary/ Science Fiction
Eagle Blue: A Team, a Tribe & H.S. BB	D'Orso, Michael			NL	Contemporary
Earth Abides	Stewart, George	9	9+	960	Contemporary
East of Eden*	Steinbeck, John	8	9+	700	Realism
Ella Minnow Pea	Dunn, Mark	6.6	9+	NL	Contemporary
Ellen Foster	Gibbons, Kay	4.7	9+	870	Contemporary
Elsewhere	Zevin, Gabrielle	4.3	7--12	720	Contemporary
English Creek	Doig, Ivan			NL	Contemporary
Esperanza Rising	Ryan, Pam Munoz	5.3	5--9	750	Contemporary
Ethan Frome	Wharton, Edith	7.6	9+	1160	Realism
Even Cowgirls Get the Blues	Robbins, Tom			NL	Contemporary
Extremely Loud and Incredibly Close	Foer, Jonathan Safran	4.7	9+	940	Contemporary/ WTC
Fahrenheit 451	Bradbury, Ray	5.2	9+	890	Contemporary/ Science Fiction
Farewell Summer	Bradbury, Ray			NL	Contemporary
Farewell to Arms*	Hemingway, Ernest	6	9+	730	Modern/ World War I
Farewell to Manzanar	Houston, Jeanne	6.7	7+	1040	Contemporary/ World War II
Fences*	Wilson, August	9	9+	NL	Contemporary

Flowers for Algernon	Keyes, Daniel	5.8	9+	910	Contemporary
Follow the River	Thom, James Alex.			1120	Contemporary/ Colonial
Fools Crow	Welch, James	6	9+	870	Contemporary/ Native American
For Whom the Bell Tolls	Hemingway, Ernest	5.8	9+	840	Modern/ World War I
Fountainhead, The	Rand, Ayn	7	9+	780	Modern
Franny and Zooey	Salinger, J.D.	11	9+	990	Modern
Friendly Persuasion	West, Jessamyn	6.1	7+	970	Modern/ Civil War
From the Dust Returned	Bradbury, Ray	5.3	9+	890	Contemporary
Gathering of Old Men, A*	Gaines, Ernest	4.4	9+	650	Contemporary/ Civil Rights
Gesture Life*	Lee, Chang-Rae	9	9+	1270	Contemporary
Girl with Braided Hair, The	Coel, Margaret			NL	Contemporary/ Mystery
Girls Like Us: C. King, J. Mitchell, C. Simon	Weller, Sheila			NL	Contemporary
Glass Castle, The	Walls, Jeannette	5.9		1010	Contemporary/ Autobiographical
Glass Menagerie, The*	Williams, Tennessee	5.3	9+	NL	Modern/ Drama
Go Tell it on the Mountain	Baldwin, James	6.5	9+	1030	Contemporary/ Civil Rights
God of Animals	Kyle, Aryn			NL	Contemporary
Going after Cacciato	O'Brien, Tim	4.6	9+	620	Contemporary/ Vietnam
Gone with the Wind	Mitchell, Margaret	7.1	9+	1100	Modern/ Civil War
Good Earth	Buck, Pearl S.	6.8	9+	1530	Modern
Grapes of Wrath, The*	Steinbeck, John	4.9	9+	680	Modern/ Depression
Great Gatsby, The*	Fitzgerald, F. Scott	7.3	9+	1070	Modern
Grendel	Gardner, John	5.9	9+	920	Contemporary
Hairy Ape, The*	O'Neill, Eugene			NL	Contemporary
Handmaid's Tale, The	Atwood, Margaret	5.4	9+	750	Contemporary
Harriet and Isabella	O'Brien, Patricia				Contemporary
Hawaii	Michener, James	8.2		NL	Contemporary
Heart is a Lonely Hunter, The	McCullers, Carson	6.3	9+	760	Modern
Heart to Heart: New Poems Am. Art	Greenberg, Jan	8	7--12	NL	Contemporary
Help, The	Kathryn Stockett				Contemporary/ Civil Rights
Heretic's Daughter, The	Kent, Kathleen			NL	Contemporary/ Colonial
Hondo	L'Amour, Louis	5.1	9+	740	Contemporary/ Western
House Made of Dawn*	Momaday, N. Scott	6.2	9+	970	Contemporary/ Native American
House of Mirth, The*	Wharton, Edith	9.7	9+	1230	Realism
House of Seven Gables, The*	Hawthorne, Nathaniel	11	9+	1320	Romanticism

House of Spirits	Allende, Isabel	8.4	9+	1280	Contemporary
House on Mango Street, The	Cisneros, Sandra	4.5	7+	870	Contemporary
How the Garcia Girls Lost Their Accents	Alvarez, Julia	6.2	9+	950	Contemporary
If I Die in a Combat Zone	O'Brien, Tim	5.8		NL	Contemporary/ Vietnam War
Illustrated Man, The	Bradbury, Ray	4.4	9+	680	Contemporary/ Science Fiction
I'm Down	Mishna Wolff				Contemporary/ Autobiographical
In Country	Mason, Bobbi Ann	6.8	7+	730	Contemporary/ Vietnam War
In the Lake of the Woods*	O'Brien, Tim	5.2	9+	NL	Contemporary/ Vietnam War
Into Thin Air	Krakauer, Jon	8.1	9+	1270	Contemporary
Invisible Man	Ellison, Ralph	7.2	7--12	950	Modern
J.B.	MacLeish, Archibald	11	9+	NL	Modern
Joe Turner's Come and Gone*	Wilson, August	8	9+	NL	Contemporary
Johnny Got His Gun	Trumbo, Dalton	5.9	9+	970	Modern/ World War I
Joy Luck Club, The*	Tan, Amy	5.7	9+	930	Contemporary
Jungle, The*	Sinclair, Upton	8	9+	1170	Modern
Keeping Faith	Picoult, Jodi	5.6	9+	780	Contemporary
Kindred	Butler, Octavia	7	7+	580	Contemporary/ Civil War
Lace Reader, The	Barry, Brunonia				Contemporary/Salem Witch
Known World, The	Jones, Edward P.	5.8	9+	NL	Contemporary/ Civil War
Last of the Mohicans, The	Cooper, James	11	9+	1350	Romanticism
Last Town on Earth, The	Mullen, Thomas			NL	Contemporary
Last Tycoon, The	Fitzgerald, F. Scott	8	7+	940	Modern
Left Hand of Darkness, The	LeGuin, Ursula K.	7	9+	970	Contemporary
Lesson Before Dying, A	Gaines, Ernest	4.4	9+	750	Modern/ Civil Rights
Let Me Play: The Story of Title IX	Blumenthal, Karen	8.7		114	Contemporary
Light in August*	Faulkner, William	6.7	9+	NL	Modern
Little Big Man	Berger, Thomas	9	9+	NL	Contemporary/ Native American
Little Brother	Doctorow, Cory			900	Contemporary
Little Foxes, The*	Hellman, Lillian			NL	Contemporary
Little Women	Alcott, Louisa May				Romanticism
Lone Ranger and Tonto Fistfight in Heaven	Alexie, Sherman	5.4	9+	830	Contemporary
Lonesome Dove	McMurtry, Larry	5.8	9+	NL	Contemporary/ Western
Long Day's Journey Into Night*	O'Neill, Eugene	8	9+	NL	Modern
Look Homeward Angel	Wolfe, Thomas	9	9+	NL	Realism

Looking for Alaska	Green, John	5.8	7--12	NL	Contemporary
Love Medicine*	Erdrich, Louise	9	9+	780	Contemporary/ Native American
Loved One, The	Waugh, Evelyn	10	9+	NL	Modern
Lovely Bones, The: A Novel	Sebold, Alice	9	9+	890	Contemporary/ Mystery
Lucky	Sebold, Alice	5.4	9+	NL	Contemporary/ Mystery
M. Butterfly*	Wang, David Henry			NL	Contemporary
Madonnas of Leningrad, The	Dean, Debra			NL	Contemporary/ World War II
Maggie, A Girl of the Streets	Crane, Stephen	7	7+	NL	Realism
Main Street*	Lewis, Sinclair	8.6	9+	1010	Modern
Maltese Falcon, The	Hammett, Dashiell	6	9+	760	Modern/ Mystery
Mama Day	Naylor, Gloria	9	9+	930	Contemporary
Man in the High Castle, The	Dick, Philip	9	9+	NL	Contemporary
March, The	Doctorow, E.L.			930	Contemporary
McTeague	Norris, Frank	7.8	9+	890	Naturalism
Medium, the	Sickels, Noelle			NL	Contemporary/ World War II
Member of the Wedding, The*	McCullers, Carson	6.3	9+	900	Contemporary
Memory of Running, The	McLarty, Ron	4.6	9+	NL	Contemporary
Milagro Beanfield War, The	Nichols, John	9	9+	NL	Contemporary
Miracle Worker, The	Gibson, William	5.2	7+	NL	Contemporary
Miss Lonelyhearts*	West, Nathanael	9	9+	NL	Modern
Moby Dick*	Melville, Herman	9.9	7+	1230	Romanticism
Monkey Bridge*	Cao, Lan			NL	Contemporary
Monkey Wrench Gang, The	Abbey, Edward	5.5	9+	860	Contemporary
Montana 1948	Watson, Larry	5.5	9+	940	Contemporary
My Antonia	Cather, Willa	6.9	9+	1010	Modern
My Name is Aram	Saroyan, William			820	Modern
My Names is Asher Lev*	Potok, Chaim	10	9+	NL	Contemporary
My Sister's Keeper	Picoult, Jodi	5.3	9+	840	Contemporary
Naked and the Dead, The	Mailer, Norman			NL	Contemporary/ World War II
Namesake, The	Lahiri, Jhumpa	7.2	9+	1210	Contemporary
Native Son*	Wright, Richard	6.1	9+	700	Contemporary
Native Speaker*	Lee, Chang-Rae			NL	Contemporary
Natural, The	Malamud, Bernard	6.3	9+	1060	Modern
New Found Land: Lewis and Clark	Wolf, Alan	5.5	7--12	850	Contemporary

Night Birds	Maltman, Thomas			NL	Contemporary
Nineteen Minutes	Picoult, Jodi			890	Contemporary
No-No Boy*	Okada, John			900	Contemporary/ World War II
O Pioneers!*	Cather, Willa	6.7	9+	930	Modern
Of Mice and Men*	Steinbeck, John	4.5	9+	630	Modern
Oil	Sinclair, Upton			NL	Modern
Old Man and the Sea, The	Hemingway, Ernest	5.1	7+	940	Modern
On the Road	Kerouac, Jack	9	9+	930	Modern
One Flew Over the Cuckoo's Nest*	Kesey, Ken	6.2	9+	1110	Contemporary
Ordinary People	Guest, Judith	4.1	9+	600	Contemporary
Our Lady of the Forest	Guterson, David	5.9	9+	NL	Contemporary
Our Town*	Wilder, Thornton	3.9	7--12	NL	Modern
Out of the Dust	Hesse, Karen	5.3	5--9	NL	Modern/ Depression
Outsiders, The	Hinton, S. E.	4.7	7--12	750	Contemporary
Ox Bow Incident, The	Clark, Walter Van Tilburgh	5.4	9+	890	Modern/ Western
Peace Like A River	Enger, Lief	6.3	9+	900	Contemporary
Pearl, The	Steinbeck, John	7.1	7+	1010	Modern
Physick Book of Deliverance Dane	Howe, Katherine				Contemporary/ Salem Witch Trials
Piano Lesson, The*	Wilson, August	8	9+	NL	Modern/ Drama
Plot Against America	Roth, Philip	8.2	9+	NL	Contemporary
Pocho*	Villareal, Jose Antonio	9	9+	NL	Contemporary
Poisonwood Bible, The	Kingsolver, Barbara	6.6	9+	960	Contemporary
Portrait of a Lady	James, Henry	10	9+	1020	Realism
Postman Always Rings Twice, The	Cain, James			NL	Modern/ Mystery
Power of Myth	Campbell, Joseph	9	9+	NL	Contemporary
Prayer for Owen Meany, A*	Irving, John	7.7	9+	1050	Contemporary
Profiles in Courage	Kennedy, John F.	11.4	9+	1410	Contemporary
Race Beat: Press, Civil Rights	Roberts, Gene			NL	Contemporary/ Civil Rights
Ragtime*	Doctorow, E.L.	10	9+	930	Contemporary
Raisin in the Sun	Hansberry, Lorraine	4.9	7+	NL	Modern/ Civil Rights
Rape of Nanking, The	Chang, Iris	9	9+	1280	Contemporary/ World War II
Red Badge of Courage, The	Crane, Stephen	5.2	5--9	900	Realism/ Civil War

Red Tent	Diamant, Anita	6.5	9+	1010	Contemporary
Redburn*	Melville, Herman			NL	Romanticism
Reservation Blues	Alexie, Sherman			NL	Contemporary/ Native American
Riders of the Purple Sage	Grey, Zane			1000	Modern/ Western
River Runs Through It, A	Maclean, Norman	6.1	9+	1100	Contemporary
Road, The	McCarthy, Cormac			NL	Contemporary
Rock Springs	Ford Richard			NL	Contemporary
Salem Falls	Picoult, Jodi	9	9+	760	Contemporary/ Salem Witch Trials
Sandbox, The*	Albee, Edward			NL	Modern/ Drama
Scarlet Letter, The*	Hawthorne, Nathaniel	11	7+	1340	Romanticism
Secret Life of Bees	Kidd, Sue Monk	9	9+	840	Contemporary
Self-Reliance	Emerson, Ralph Waldo	8.7	9+	1450	Transcendentalism
Sent for You Yesterday*	Wideman, John Edgar			NL	Contemporary
Separate Peace, A	Knowles, John	6.9	9+	1110	Modern
Shane	Schaefer, Jack	5.5	9+	870	Modern/ Western
Shipping News, The*	Proulx, Annie	4.8		730	Contemporary
Singing of the Dead, The	Stabenow, Dana			NL	Contemporary/ Mystery
Sister Carrie	Dreiser, Theodore	9	9+	980	Realism
Slaughter-House Five*	Vonnegut, Kurt	6	7--12	850	Contemporary/ World War II
Snow Falling on Cedars	Guterson, David	7	9+	1080	Contemporary
So Brave, Young, and Handsome	Enger, Lief			NL	Contemporary
Solace of Open Spaces	Ehrlich, Gretel			NL	Contemporary/ Western
Someday the Pain Will be Useful	Cameron, Peter			1010	Contemporary
Something Wicked This Way Comes	Bradbury, Ray	4.8	9+	820	Contemporary
Sometimes a Great Notion	Kesey, Ken	9	9+	1020	Contemporary
Song of Solomon*	Morrison, Toni	5	9+	870	Contemporary
Sound and the Fury, The*	Faulkner, William	4.4	9+	870	Modern
Speak	Anderson, Laurie Halse	4.5	7--12	690	Contemporary
Stiff: The Curious Lives of Human Cadavers	Roach, Mary	9.4	9+	1230	Contemporary
Stones for Ibarra	Doerr, Harriet	7.1	9+	1010	Contemporary
Stones from the River	Hegi, Ursula	7	9+	1140	Contemporary/ World War II
Streetcar Named Desire, A	Williams, Tennessee	5.7	9+	NL	Modern/ Drama
Sula*	Morrison, Toni	9	9+	1050	Contemporary

Sun Also Rises, The*	Hemingway, Ernest	11	9+	610	Modern
Tell Me a Riddle	Olsen, Tillie	5.2	9+	730	Contemporary
The Devil in the White City	Larson, Erik	8	9+	1170	Contemporary/ Mystery
The Middle of Everywhere: Helping Refugees	Pipher, Mary			NL	Contemporary
Their Eyes Were Watching God*	Hurston, Zora Neale	5.6	9+	1080	Modern
The Witch of Blackbird Pond	Speare, Elizabeth George				Modern/ Colonialism
Things They Carried, The*	O'Brien, Tim	9	9+	880	Contemporary/ Vietnam War
This Land Was Made for You and Me: Guthrie	Partridge, Elizabeth	7	7--12	1020	Contemporary
Those Jordan Girls	Drury, Joan			NL	Contemporary
Three Cups of Tea	Mortenson, Greg			NL	Contemporary
Time Traveler's Wife, The	Niffenegger, Audrey	4.7	9+	780	Contemporary
Tree Grows in Brooklyn, A	Smith, Betty	5.8	9+	810	Modern
Trifles*	Glaspell, Susan			NL	Modern
Tuesdays with Morrie	Albom, Mitch	5.5	9+	830	Contemporary
Turn of the Screw*	James, Henry	9	9+	1140	Realism
Tweak: Growing Up on Methamphetamines	Sheff, Nic			NL	Contemporary
Twelve Angry Men: A Play in Three Acts	Rose, Reginald	9	9+	NL	Modern
Typical American *	Jen, Gish			NL	Contemporary
Uncle Tom's Cabin*	Stowe, Harriet Beecher	9.3	9+	1050	Romanticism
Underground Man, The	Macdonald, Riss	5.1	5--9	760	Contemporary
Up from Slavery	Washington, Booker T	8.2	7+	1320	Realism
Virginian, The	Wister, Owen	6.3	9+	830	Realism/ Western
Voice That Challenged a Nation: Marian Anderson	Freedman, Russell	8.2		1180	Contemporary
Walden*	Thoreau, Henry David	8.7	9+	1360	Transcendentalism
Washington Square*	James, Henry	9	9+	1030	Realism
Watch on the Rhine*	Hellman, Lillian			NL	Contemporary
Water for Elephants	Gruen, Sara			730	Contemporary
Way to Rainy Mountain	Momaday, N. Scott	8	7+	890	Contemporary/ Native American
We Are All Welcome Here	Berg, Elizabeth			NL	Contemporary
White Fang	London, Jack	7	7--12	970	Realism
Who's Afraid of Virginia Woolf?*	Albee, Edward	9	9+	NL	Modern/ Drama
Wicked	Maguire, Gregory	6.4	9+	NL	Contemporary
Winesburg, Ohio	Anderson, Sherwood	8	9+	1050	Realism

Winter in the Blood*	Welch, James			NL	Contemporary/ Native American
Wise Blood*	O'Connor, Flannery			920	Modern
Woman Warrior*	Kingston, Maxine	9	9+	880	Contemporary
Yellow Raft in Blue Water	Dorris, Michael	8	9+	980	Contemporary
Your Own, Sylvia: Verse Portrait of Plath	Hemphill, Stephanie			NL	Contemporary
Zen & Art of Motorcycle Maintenance	Pirsig, Robert	10	9+	1040	Contemporary
Zoot Suit, The*	Valdez, Luis			1240	Contemporary/ Drama

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11th

PAWS

Writing and Reading

Rubrics and

Assessment Descriptions



Wyoming Department of Education

Assessment Descriptions & Scoring Rubrics

Reading

Grade 11



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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Major Points and Supporting Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer’s major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader’s position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category - Information Relationships			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.1A.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.1B.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p>11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Character Development

Accuracy

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

Relevance

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

Symbolism

Accuracy

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

Relevance

The reader describes the importance of symbolism to a story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

Mood

Accuracy

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

Relevance

The reader describes the importance of mood to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

PAWS Assessment Descriptions – Grade 11 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story’s theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.

PAWS Writing Scoring Guide—Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

**11th Grade
Accelerated
Language Arts**

Campbell County School District #1 Gillette, Wyoming

Language Arts - Junior English

CCHS - Junior English is designed to foster an understanding of the development of American Literature and its contribution to World Literature. Speaking, reading, thinking, listening, and writing are integral parts of the course. Novels are assigned regularly, and students will read 1800 pages each semester out of class.

WJSH (English III) - This required junior-level course will focus on the students' mastery of the Wyoming Language Arts Standards: Writing, Reading, Listening, Speaking, and Integration.

Writing will be the focus of study, with a variety of essays, analyses, essay exams, journal entries, and technical writing activities required. Exercises in grammar, punctuation, spelling, vocabulary, and sentence structure will be completed. Historical units, including a research paper, will be explored, in cooperation with the American History teacher. This paper will satisfy course requirements in English III and American History.

Students in this course will actively participate in the study of selected works and authors in American literary history. Students will read and comprehend a variety of genres: novels, short stories, poems, journal entries, speeches, newspaper articles, autobiographies, etc. Students must read an additional 750 pages per quarter from materials of their own choosing and document their comprehension of the selections.

Students will participate in and present a variety of speaking activities. Each student will study and complete a detailed unit and presentation on a decade from 1920-1980. Also, every student must satisfactorily complete and present an electronic portfolio documenting his/her mastery of the five standards.

Textbook: Timeless Voices, Timeless Themes, the American Experience - Prentice Hall; Writing and Grammar: Communication in Action, The American Experience - Prentice Hall

LA-11-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-02 Demonstrate Understanding of Literary Texts
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-05 Present Oral Interpretations of Literature
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate well developed reading skills by writing pre-reading questions, linking material to author's background and time period, using library media to enhance comprehension of the literature, and approaching literature at literal and interpretive levels.

LA-H2-01-01 - Reading (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Number of pages
- Date
- STAR score: IRL (instructional reading level)
- Title
- may include other information for individual teacher
- Author

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Common Directions:

Students, you will read the designated number of pages each semester. You will respond to each book through an approved response, which may include a TEA Chart, Independent Reading Log, or Book Talk etc. In addition, you will produce a computer-generated spreadsheet to document **all** pages read. You are required to read at least one approved American Classic per semester complete with the appropriate documentation.

Common Rubric: Reading Designated Pages rubric

LA-H2-01-02 - Respond to Literary Works (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

***** PRODUCTS *****

- TEA Chart
- Independent Reading Log

***** TASKS *****

- gather information
- analyze
- compare/contrast
- read/communicate
- integrate
- interpret
- judge/evaluate

Common Directions:

Students, you will demonstrate independent reading by reading novels from a list of classics provided.

Common Rubric: Respond to Literary Works rubric

LA-H2-01-03 - Reading (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Date
- Title
- Author
- Number of pages
- STAR score: IRL (instructional reading level)
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Common Directions:

Students, you will read the designated number of pages each semester. You will respond to each book through an approved response, which may include a TEA Chart, Independent Reading Log, or Book Talk etc. In addition, you will produce a computer-generated spreadsheet to document **all** pages read. You are required to read at least one approved American Classic per semester complete with the appropriate documentation.

Common Rubric: Reading Designated Pages rubric

LA-H2-01-04 - Respond to Literary Works (2nd Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will demonstrate independent reading by reading novels from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.)

Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet

***** PRODUCTS *****

- TEA Chart
- Independent Reading Log

***** TASKS *****

- gather information
- compare/contrast
- integrate
- judge/evaluate
- analyze
- read/communicate
- interpret

Common Directions:

Students, you will demonstrate independent reading by reading novels from a list of classics provided.

Common Rubric: Respond to Literary Works rubric

LA-H2-01-05 – Various Assigned Readings (Objective)

S – Supporting

Assigned readings in class:

- Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.
- Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiche, almanacs, news, biographies, scientific explanations, and historical and political analyses) to understand a text’s major points and supporting details, to understand the text’s organization and how that organization serves the writer’s purpose, and to understand how the information in the text fits into broader topics and issues.
- Students will read narrative texts (stories, poems, novels, plays, and essays from America and various world cultures) to recognize and understand an author’s development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; and read to understand the theme of a story and how the author develops it.

* * * * **T A S K S** * * * *

- | | |
|----------------------|--------------------|
| • gather information | • analyze |
| • compare/contrast | • read/communicate |
| • integrate | • interpret |
| • judge/evaluate | |

LA-H2-01-06 - Pre-reading (Objective)

S - Supporting

The students will choose and use pre-reading strategies appropriate to assigned readings:

- Building background knowledge (organizers, brainstorming).
- Setting purpose.
- Arousing curiosity (questioning strategies, reading for specific facts, visualization).
- Making predictions (using titles, perspective).

LA-H2-01-07 - Expand Vocabulary Through Various Methods (1st Semester) (Objective)

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

* * * * **Six Steps to Effective Vocabulary Instruction** * * * *

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms

- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

Note: See “Terms” page to use as a possible pretest following Performance Assessment Guide.

LA-H2-01-08 - Expand Vocabulary Through Various Methods (2nd Semester) (Objective)

S - Supporting

The students will expand their vocabulary of grade- and/or content-appropriate words through the use of the six steps of vocabulary instruction or other proven effective vocabulary instruction methods.

*** * * * Six Steps to Effective Vocabulary Instruction * * * ***

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another.

Step 6: Periodically students are involved in games that allow them to play with the terms.

LA-11-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

LA-11-01-01 Apply Comprehension Strategies in Reading

LA-11-01-02 Demonstrate Understanding of Literary Texts

LA-11-01-03 Demonstrate Understanding of Informational Texts

LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish

LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

LA-11-03-03 Use Strategies to Organize Formal Presentations

LA-11-03-04 Use Strategies to Organize Persuasive Presentations

The students will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing research papers and expressive pieces.

LA-H2-02-01 - Reflective Writing (1st Semester) (Objective)

C - Critical--Assessment Reporting Required

The students will complete a reflective writing which might include:

- Autobiography
- Biography
- Personal reaction
- Character analysis
- Critical analysis
- Research paper
- Comparison/contrast
- Reflective narrative
- Other

Common Directions:

Students, you will write a reflective narrative piece which might include:

- Autobiography
- Biography
- Personal reaction
- Character analysis
- Critical analysis
- Research paper
- Comparison/contrast
- Reflective narrative
- Other (as approved by your instructor)

Common Rubric: PAWS Reflective Narrative rubric

LA-H2-02-02 - Step Up to Writing - 1st Semester (Objective)

C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; Internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW detailed topic sentences information.

Common Directions:

Students, you will demonstrate proficiency of the following Step Up to Writing components. Proficiency may be garnered through various writing activities throughout the semester which will include:

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay

- Appropriate length
- Pick and enrich your E's
- Citing sources – works cited and in-text citations; Internet sources
- More sophisticated transitions
- Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Common Rubric: SUTW rubric

LA-H2-02-03 - Persuasive Writing (2nd Semester) (Objective)

C - Critical – Assessment Reporting Required

The students will complete a persuasive writing.

Common Directions:

Students, you will complete a persuasive essay using a prompt provided by the teacher. You will include a persuasive argument and support a definite position for a specified audience. The student will develop the content of the message through the use of details. You will build the structure to support the purpose and effectiveness of the writing. In addition, you will use appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging and develop the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

Common Rubric: PAWS Persuasive Rubric

LA-H2-02-04 - Step Up to Writing (2nd Semester) (Objective)

C - Critical – Assessment Reporting Required

The students will demonstrate proficiency of the following components. Results may be garnered through various writing activities throughout the semester.

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; internet sources
 - More sophisticated transitions
 - Introductions and conclusions

- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Note: See pages 376-380 of this booklet for SUTW topic sentences information.

Common Directions:

Students, you will demonstrate proficiency of the following Step Up to Writing components. Proficiency may be garnered through various writing activities throughout the semester which will include:

- T-chart
- T-chart with transitions
- T-chart with RDF
- T-chart with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - Appropriate length
 - Pick and enrich your E's
 - Citing sources – works cited and in-text citations; Internet sources
 - More sophisticated transitions
 - Introductions and conclusions
- Pick and enrich your E's
 - Use E's from sources – literature, research
 - Use the “e” of explanation (citing sources)
- Master topic sentences:
 - To + Verb #6
 - List Statement #7
 - Active Verb #8
 - Side-by-Side #9

Common Rubric: SUTW rubric

LA-H2-02-05 - Write For Publication (Objective)

S - Supporting

The students will publish their own writing:

- | | |
|-------------------------|------------------------|
| • Bulletin board | • Academic competition |
| • School publication | • Oral |
| • Community publication | • Other |

LA-H2-02-06 - Read and Respond to Own/Others' Writings (Objective)

S - Supporting

The students will use various strategies for reading and responding to their own and peers' writings. This may include:

- | | | |
|-----------------------|----------------|---------|
| • Questioning | • Action plans | • Other |
| • Feedback strategies | • What if | |

LA-H2-02-07 - Pre-write (Objective)

S - Supporting

The students will use at least two pre-writing strategies. These may include:

- Jot lists
- Free writing
- Rambling
- Clustering
- Webbing
- Mapping
- Discussion
- Brainstorming
- T-charts
- TEA charts
- 3-column
- 4-column
- other

LA-H2-02-08 - Revise (Objective)

S - Supporting

The students will use at least two appropriate revision strategies with their writing. These may include:

- Reduce to one sentence
- Flip-flop
- Conferencing (peer and teacher)
- Proofreading strategies
- Appropriate use of resource materials and persons
- Mapping
- Read aloud
- Peer editing
- Feedback strategies
- Take a break
- Other

LA-H2-02-09 - Correct Grammar and Usage (Objective)

T - Teach

The students will demonstrate correct grammar and usage in their writing.

- Capitalization
- Commas
- Pronouns
- Noun-Verb agreement
- Punctuation with conjunctions
- Possessives
- Double negatives
- Clause/phrase distinction
- Subordinate (dependent) clauses
- Independent (coordinate) clauses
- Subject/predicate
- Prepositional phrases
- Homonyms
- Identification of misspelled words
- Colons
- Semicolons
- Noun clauses
- Relative clauses
- Participial phrases
- Compound sentences

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- a) Write a variety of sentences in text
- b) Combine sentences in a variety of ways
- c) Demonstrate competency in the use of sentence fluency

d) Demonstrate mastery of sentence-combining skills through editing

Backward Mapping: **COMMAS**

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- Series
- Dialogue
- Direct address
- Interjections
- Numbers
- Interruptions
- Appositives
- Adjectives
- Clauses, phrases
- Dates and addresses
- Two independent clauses
- Clarity and emphasis
- Introductory phrases, clauses
- Enclose information
- Enclose titles or initials
- Letter writing: greeting, closing
- Nonrestrictive phrases, clauses
- Parenthetical/contrasted elements

Backward Mapping: **CAPITALIZATION**

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

- Sentences in parentheses
- Sentences following colons
- Organizations
- Titles of courses
- Work-cited entries
- Acronyms
- Geographical names
- Languages, races, nationalities, religions
- Days of the week, months, holidays, and holy days
- Periods, events in history; special events
- Political parties
- Official documents
- Trade names
- Official titles, state nicknames

Backward Mapping: **USAGE**

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- accept (to agree or take what is offered)
- except (leaving out or excluding)
- assistance (help)
- assistants (those who help)
- attendance (presence)
- attendants (escorts)
- ball (round object)
- bawl (cry)
- been (past participle of be)
- bin (box)
- bread (food)
- bred (cultivated)
- but (except)

- butt (end)
- cheap (inexpensive)
- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored part of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)

- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- to (preposition)
- too (also)
- two (number)
- thrown (tossed)
- throne (king's seat)
- toe (digit on foot)
- tow (pull)

- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA-H2-02-10 - Poem (Objective)

S - Supporting

The students will write poems using at least three literary devices.

LA-11-03 SPEAKING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-01 Speak for Variety of Purposes
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-04 Use Strategies to Organize Persuasive Presentations
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-07 Use Visual Aids or Technology in Presentations
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will demonstrate public speaking skills by presenting formal and informal speeches.

LA-H2-03-01 - Participate in Group Discussion (Objective)

S - Supporting

The students will actively participate in small- and large-group class discussions during the first semester.

LA-H2-03-02 - Participate in Group Discussion (Objective)

S - Supporting

The students will actively participate in small- and large-group class discussions during the second semester.

LA-H2-03-03 - Formal Presentation (1st Semester) (Objective)

S - Supporting

Students will give a formal presentation during the first semester which might:

- interpret
- inform
- persuade
- demonstrate
- assume role of character/author
- other

LA-H2-03-04 - Formal Presentation (2nd Semester) (Objective)

S - Supporting

Students will give a formal presentation during second semester which might include:

- interpret
- inform
- persuade
- demonstrate
- assume role of character/author
- other

LA-11-04 LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-01-01 Apply Comprehension Strategies in Reading
- LA-11-01-03 Demonstrate Understanding of Informational Texts
- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces
- LA-11-03-02 Use Others'/Own Works for Effective Speaking
- LA-11-03-03 Use Strategies to Organize Formal Presentations
- LA-11-03-06 Use Effective Delivery Skills
- LA-11-03-08 Use Strategies to Contribute to Group Discussions
- LA-11-03-09 Listen and Respond to Listener Feedback

The students will listen for a variety of purposes appropriate to grade level.

LA-H2-04-01 - Listening (1st Semester) (Objective)

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or an outside presenter during the first semester.

LA-H2-04-02 - Listening (2nd Semester) (Objective)

S - Supporting

The students will demonstrate active listening techniques to gather information, to analyze or compare, to judge or evaluate information, or to relax and enjoy. Students will respond verbally or in writing to an oral presentation given by the teacher, students, or outside source during second semester.

LA-11-05 THINKING (Content Standard)

State Standard and Benchmark Correlation:

- LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

The students will apply critical thinking strategies.

LA-H2-05-01 - Cognitive Demand (Objective)

S - Supporting

The students will apply all areas of Cognitive Demand (recall, basic application, strategic thinking, extended thinking) in all categories: reading, writing, speaking, listening, and

thinking.

LA-H2-05-02 - Explain and Apply Metacognition (2nd Semester) (Objective)

S - Supporting

The students will analyze their own thinking by giving specific written examples. This may be included in their technology presentations.

LA-H2-05-03 - Express Self Clearly (Objective)

S - Supporting

The students will express themselves clearly when participating in class discussions.

LA-H2-05-04 - Set and Meet Goals (Objective)

S - Supporting

The students will set, act on, and accomplish their goals through a variety of means (writing process, outlining, planning, mind map) when writing the research-based nonfiction paper.

last update 2/25/10
cm

Technology Project

Suggested 11th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA-11/H2-01-07	Expository Writing (2 nd semester)
LA-11/H2-04-04	Speaking: Formal Presentation (2 nd semester)
LA-11/H2-06-01	Use of Technology (2 nd semester)
LA-11/H2-03-02	Listening: Active Listening (2 nd semester)

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentations
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and on-line
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations, respond appropriately, and archive the information

Integrating Technology to Meet Performance Standards:

- Meet rubric guidelines for appropriate/identified DSPA's, as well as state and district guidelines

Evaluation:

- Technology rubric

11th Grade Vocabulary Terms

Terms juniors should know prior to their junior year.
Suggested use: Beginning of year pre-test

Alliteration		Repetition of consonant sound at beginning of word
Allusion	PAWS	Reference to well-known person, place, event, lit work, work of art
Analogy	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
Characterization	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
Figurative language	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
Flashback	PAWS	Interrupts chronological order to relate event from earlier time
Foreshadowing	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
Hyperbole	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
Irony	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
Metaphor	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
Mood	PAWS	Atmosphere = feeling created by a work
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama

11th Grade Vocabulary Terms

Terms juniors should know prior to their junior year.

Suggested use: Beginning of year pre-test

Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment
Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
Personification	PAWS	Nonhuman subjects given human characteristics
Plot structure	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
Point of view	PAWS	Perspective from which a story is told: 1 st , 3 rd
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
Simile	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
Symbolism	PAWS	Anything standing for something else
Theme	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
Tone	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
Standardized Test Words:		
	Analyze	Break apart; study the pieces
	Compare	Tell all the ways they're alike
	Contrast	Tell all the ways they're different
	Describe	Paint a picture with words; tell all about
	Evaluate	Judge, tell in your own words
	Explain	Tell how, put it in your own words
	Formulate	Put together, create
	Infer	Make a good guess; read between the lines
	Predict	Make a guess; tell what will happen next
	Summarize	Sum it up; give me the short version
	Support	Give the facts, back up with details
	Trace	Outline, list in steps

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**11th
Grade
Accelerated**

LANGUAGE ARTS

Persuasive Essay Scoring Guide LA-11-02-03
(Tool 10-17a Step Up to Writing Secondary Level
2008 Sopris West Educational Services)

	1	2	3	4	Score
	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear plan	Thorough plan with useful details	
Organization	___ Position statement is absent or unclear ___ Supporting statements are unclear or not related ___ Disorganized; no transitions; transitions not used correctly ___ No examples and/or explanations to support the position ___ No conclusion; conclusion not connected to the topic; no persuasive	___ Attempts a position statement ___ Minimal support; weak support; not developed ___ Somewhat organized with simple transitions ___ Few/weak examples and explanations; some not related to the position ___ Weak conclusion; mostly repeats the position statement; somewhat persuasive	___ Position statement clearly fits the prompt, task, or topic ___ Good reasons, details, and facts strongly support position ___ Transitions fit the essay's purpose and help with the organization ___ Good examples; clear explanations support the position ___ Solid conclusion restates/connects with the position statement; fairly persuasive	___ Strong position statement fits the prompt, task, or topic in an interesting way ___ Strong reasons, details, and facts are presented with confidence ___ Excellent organization; good use of transitions to introduce reasons or facts ___ Many exceptional examples; lots of useful elaboration ___ Strong conclusion reinforces the position statement; very persuasive	
Content	___ No clear connection to the position statement and purpose of the essay ___ Examples inaccurate, confusing, or unrelated to the position No enough information or information unclear	___ Information sometimes repeated or wanders from the purpose of the essay ___ Examples and explanations are incomplete and not very clear ___ Some accurate information but position is not developed; not always persuasive	___ All information relates to the position statement and purpose of the essay ___ Examples and explanations help reader clearly understand the position ___ Information presented in a logical, interesting manner; mostly persuasive	___ Very interesting examples, evidence, and explanations fit the purpose of the essay ___ Quality and quantity of information fully explain the position statement ___ Information is very convincing and easy to understand; very persuasive	
Style	___ Many fragments and/or run-on sentences; several short, choppy sentences ___ Repeated words or phrases; some words used incorrectly ___ No clear purpose	___ Mostly simple sentences or sentences that begin the same way ___ Basic words and descriptions ___ Style of essay fits the purpose but needs development; voice and tone not clear	___ Different sentence structures; varied in the way sentences begin ___ Familiar ordinary words fit the topic; descriptive words used effectively ___ Style fits the purpose for the essay; shows persuasive voice and tone	___ A variety of effective simple, compound, and complex sentences ___ Rich words and content vocabulary or figurative language creates mental pictures and keeps the interest of the reader ___ Style fits the purpose of the essay; strong persuasive voice and tone	
Grammar, Mechanics, & Punctuation	___ Many errors in capitalization, usage, punctuation, and spelling that interfere with reading; no look or sense of a persuasive essay ___ Shows lack of language skills ___ Not readable	___ Some errors in capitalization, usage, punctuation, and spelling that slow down the reader; attempts to create the look of a persuasive essay ___ Some problems with language ___ Not neat; still readable	___ Few errors in capitalization, usage, punctuation, and spelling, but they do not interfere with reading or understanding; accurate persuasive essay format ___ Correct use of language ___ Neat, readable	___ Minimal, if any, errors in capitalization, usage, punctuation, and spelling; obvious control of the persuasive essay format ___ Skilled use of language ___ Exceptionally neat; obvious effort to engage the reader	
				Total Score (16 points possible)	

PAWS Writing Scoring Guide—Grade 11 Targets (LA-11-02-01, LA-H2-02-01)

Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets (LA-11-02-03, LA-H2-02-03)

Expository: Persuasive Essay — <i>Makes a persuasive argument and supports a definite position for a specified audience</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

Grade 11 – (Alternate rubric for LA-11-02-01, LA-11-02-03, LA-H2-02-01, and LA-H2-02-03)

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	Clear, focused and interesting: * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience	Adequate and appropriate detail: * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident	Basic or general development: * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics	Lacks purpose or central idea: * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important * repetitious, disconnect, random thoughts
Organization	Enhances and showcases central idea and theme: * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way	Strong structure which does not confuse the reader: * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis	Some evidence of logical organization: * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement	Lacks clear sense of direction: * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	Individual, compelling, and engaging with consistent use of 1 st or 3 rd person: * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared	Sincere but not fully engaged with use of 1 st or use of 3 rd person: * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places	Sporadically engaged with inconsistent use of person: * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges	Uninvolved or distanced with no regard for correct use of person or uses 2 nd person: * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	Effectively conveys intended message: * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot	Adequately conveys intended message: * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times	Generally conveys intended message: * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases	Searching to convey message: * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – Trait Analytical Scoring Guide – Page 2

Sentence Fluency	<p>Easy flow, rhythm and cadence</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invited expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * no ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interferes with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * double spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

Name _____

Date _____

Topic _____

Group Research Presentation – Individual Assessment

	Exceptional	Admirable	Acceptable	Amateur	Unsatisfactory
Content	(20) Thoroughly covers the assigned topic by using high quality information. Works cited page included.	(17) Covers the assigned topic with only an occasional lapse; uses quality information. Works cited page included.	(15) Adequately covers the assigned topic and uses good information. Works cited page included.	(8) Barely covers the assigned topic and uses insufficient information. Works cited page not included.	(0) Inadequately covers the assigned topic; too short; not enough information. Works cited page not included.
Presentation	(5) Conveys information in an interesting and original way. ----- (5) Effectively uses notes.	(4) Conveys information in an interesting way. ----- (4) Appropriately uses notes.	(3) Conveys information in an appropriate manner. ----- (3) Over-relies on notes.	(1) Conveys information primarily by reading. ----- (1) Presentation was read or obviously memorized.	(0) Too brief to evaluate. ----- (0) Too brief to evaluate or read from the screen.
Organization	(10) Audience can easily use the graphic organizer to follow the development of the presentation.	(8) Audience can use the graphic organizer to follow the development of the presentation.	(6) Audience occasionally needs help to use the graphic organizer to follow the presentation.	(3) Audience frequently needs helps to use the graphic organizer to follow the presentation.	(0) No graphic organizer, or organizer minimally covers the material.
Visuals	(10) Slides and oral presentation highly correlate. Slides contain only the highlights of the spoken ideas.	(8) Slides and oral presentation correlate. Slides contain only the highlights of the spoken ideas.	(6) Slides and oral presentation usually correlate. Slides contain only the highlights of the spoken ideas.	(3) Little correlation between oral presentation and screens. Or screens contain too much information.	(0) Very little correlation between screens and oral presentation. Or oral presentation and screens are almost identical.
Investment & Involvement	(10) Enthusiasm and investment in the presentation consistently engage the audience.	(8) Enthusiasm and investment in the presentation engage the audience.	(6) Enthusiasm and investment usually engage the audience.	(3) Enthusiasm and investment in the presentation are evident but unsustainable.	(0) Enthusiasm lacking for the presentation; does not engage the audience.

Oral Presentation Criteria (40)

Adequate volume and projection	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Maintains eye contact	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Has appropriate posture	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses purposeful gestures	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Lacks speech crutches	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
All words pronounced correctly	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Uses appropriate speaking pace	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1
Observe time limits	_____ 5	_____ 4	_____ 3	_____ 2	_____ 1

Works Cited Page Rubric

Teacher Name _____

Student Name _____

Category	4	3	2	1
Title of Page	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
Alphabetical Order of Citations	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
Indentation of Lines	All of the sources begin at the left margin with following line indented five spaces.	Most of the sources begin at the left margin with following line indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the sources.
Completeness of Citations	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
Order of Elements of the Citation	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
Punctuation	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

Research Presentation Using PowerPoint Assessment and Feedback Form

Date _____

Name _____

Topic _____

	Exceptional	Admirable	Acceptable	Amateur	Unsatisfactory
Introduction	(10) Creatively catches the audience's attention and leads into the presentation	(8) Makes a startling statement, asks a relevant question, or tells a relevant story	(6) Clearly states a purpose for the presentation	(3) "Our speech is on..."	(0) Lacks introduction
Presentation Program	(10) Program is visually consistent, and it enhances and organizes the information. Follows Rule of 6.	(8) Although the program may not be visually consistent, it still supports a unified message. Follows Rule of 6.	(6) Visual parts of the program neither distract nor enhance the message. Too many elements.	(3) The visual inconsistencies of the program distract the audience; Rule of 6 ignored.	(0) Program is severely limited and screens appear unrelated.
* Content	(10) All screens serve as a road map to the oral presentation	(8) Most screens serve as a road map to the oral presentation	(6) Screens are inconsistent- some have too much or too little information while others are just right	(3) Screens represent almost everything that is presented orally	(0) Screens contain too much information and are difficult to read
* Graphics	(10) All graphics are purposefully integrated and enhance the message of the presentation	(8) Most graphics are purposefully integrated and enhance the message of the presentation	(6) Some graphics are purposefully integrated and enhance the message of the presentation	(3) Graphics or clip art are occasionally related to the purpose of the presentation	(0) Graphics or clip art are limited, irrelevant, or not used
* Text	(5) Text is consistent and clearly visible to the entire audience	(4) Text is inconsistent yet clearly visible to the entire audience	(3) Text is visible only to part of the audience	(1) Text is visible but difficult to read	(0) Text is sparse and not useful to the presentation
* Fade outs	(5) Consistently and purposefully uses fade outs	(4) Usually uses fade outs	(3) Inconsistently uses fade outs	(1) Fade outs distract from the presentation	(0) Limited or no use of fade outs
* Transitions between slides	(5) Consistently and purposefully uses transitions	(4) Usually uses transitions	(3) Inconsistently uses transitions	(1) Transitions distract from the presentation	(0) Little or no use of transitions
Organization	(20) Clearly and logically ordered from beginning to end	(17) Logically developed from purpose	(15) Listener can easily follow the presentation	(8) Listener can follow the presentation	(0) Difficult to follow; no apparent organization
Investment & Involvement	(5) Enthusiasm and investment in the presentation consistently engage the audience	(4) Enthusiasm and investment in the presentation engage the audience	(3) Enthusiasm and investment usually engage the audience	(1) Enthusiasm and investment in the presentation are evident but unsustainable	(0) Enthusiasm lacking for the presentation; does not engage the audience
Conclusion	(20) Purposefully and effectively concludes the presentation	(17) Appropriately concludes the presentation	(15) Summarizes the content as a means of concluding the presentation	(8) "Well, that's the end of our speech," or some other abrupt ending	(0) No closure

11th Grade SUTW Rubric

LA-11-02-02, LA-11-02-04

LA-H2-02-02, LA-H2-02-04

Components	4	3	2	1
Topic Sentences	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the four SUTW topic sentences. (To + Verb #6, List Statement #7, Active Verb #8, and Side by Side # 9)
T- charts	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation
Accordion Paragraph	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph with topic sentence (patterns 6, 7, 8, 9), RDF, E's, and Conclusion

Accordion Essay	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)
Pick and enrich your E's	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)

MS 2009

Reading Designated Pages

Junior Accelerated English

LA-H2-01-01 and LA-H2-01-03

C - Critical--Assessment Reporting Required

The students will read the designated number of pages each semester in addition to the in-class and assigned readings. Students will demonstrate independent reading. Each student will produce a spreadsheet containing:

- Grade level of student
- Number of pages
- Date
- Lexile
- Title
- Author
- may include other information for individual teacher

These spreadsheets will be saved and maintained on the school server and accessed the next year for continued use in the students' English classes.

Criteria	4	3	2	1
# of Pages	Read 88-100% of designated pages	Read 78-87% of designated pages	Read 60-77% of designated pages	Read 59% or below of designated pages
Spreadsheet Format	Student includes all required information on spreadsheet.	Student includes most of the required information on the spreadsheet.	Student includes Some of the required information on the spreadsheet.	Student includes little required information on the spreadsheet. No spreadsheet submitted.

Grade	6 weeks	12 weeks	18 weeks
A+	686-700	1372-1400	2058-2100
A	651-685	1302-1371	1953-2057
A-	630-650	1260-1301	1890-1952
B+	616-629	1232-1259	1848-1889
B	581-615	1162-1231	1743-1874
B-	560-580	1120-1161	1680-1742
C+	546-559	1092-1119	1638-1679
C	511-545	1022-1091	1533-1638
C-	490-510	980-1021	1470-1532
D+	476-489	952-979	1428-1469
D	441-475	882-951	1323-1427
D-	420-440	640-881	1260-1322
F	419 & fewer	639 & fewer	1259 & fewer

Respond to Literary Works
LA-11-01-02, LA-11-01-04
LA-H2-01-02 LA-H2-01-04

Objective: The students will respond to literary works listed on their spreadsheet. Students will demonstrate independent reading and connect a variety of reading materials to their world.

Novels will be from a list of classics provided to students. (Suggested Classics list follows Performance Assessment Guide.) Students may also read American biographies and autobiographies.

The students will respond to all works listed on their spreadsheet.

Criteria	4	3	2	1
Quality Feedback Via TEA Charts and/or Independent Reading Logs	Student gives insightful responses to all reading selections.	Student gives acceptable responses to reading selections.	Student gives some acceptable responses to reading selections.	Student gives few quality responses to reading selections
Responds to novels listed on the spreadsheet.	Student responded to all novels listed on the spreadsheet.	Student responded to most novels listed on the spreadsheet.	Student responded to some novels listed on the spreadsheet.	Student responded to a few/no novels listed on the spreadsheet. No spreadsheet submitted.
Accelerated Junior English: American Classics	Student read only American classics from the approved list, which was appropriate to student's reading level.			Student did not read American classics.
Junior English	Student read an approved American classic from the approved list, which was appropriate to the student's reading level.			Student did not read an American classic from the approved list.

SSR Rubric

4 – 6 points	3 – 8 points	2 – 6 points	1 – 4 points
4	3	2	1
Advanced	Proficient	Basic	Below Basic
<ul style="list-style-type: none"> * You read the whole time. * You were ready to read your novel/book. * You read way down deep; you were lost in the book. * You respect the readers around you. * You read quietly. 	<ul style="list-style-type: none"> * You read most of the time. * You took a little while to get ready to read your novel/book. * You respect the readers around you. * You read quietly. 	<ul style="list-style-type: none"> * You read some of the time. * You had to search for or be reminded to read your novel/book. * You interrupt the reading of others. 	<ul style="list-style-type: none"> * You waste precious time not reading. * You were not ready to read your novel/book. * You do not respect the other readers around you; you were off track.

Students who choose not to read will receive 0 points.

NOTE: This SSR rubric may be used if you want to grade students on their silent sustained reading.

11th Grade – Use of Technology Rubric (Supplemental rubric)

The student will present information by using available technology. Check all that apply.

- List A**
- word processed paper
- web page
- multi-media
- scanned images
- presentations (Powerpoint, Director, etc.)
- spreadsheet
- digital pictures

- List B**
- internet searches
- audio
- database
- web page evaluation
- self-produced
- interviews
- self-produced DVD
- electronic library
- electronic encyclopedia
- electronic atlas
- other

Trait	4	3	2	1
Use of technology	6-7 List A	4-5 List A	2-3 List A	1 List A
	7-11 List B	5-6 List B	3-4 List B	1-2 List B

Technology
Useful Information to be Used With Student Presentations

Creating An Effective PowerPoint Presentation
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Planning and creating a PowerPoint presentation needn't be difficult or stressful. Use these guidelines to improve the quality of your presentation.

Content is the most important part of your presentation.

1. The quality of the research. The topic should be thoroughly researched, with a number of different sources. Using visual images? Make sure they are appropriate to the point(s) you wish to make, and be certain that you know the specifics on each image (who? what? when? where? how?).
2. Organization and transition. There should be a logical flow from beginning to end, like in written work. Avoid jumping from one point to another, and be careful about adding information that is not directly related to the main theme. Strongly consider drawing up an outline before you begin assembling the actual slides.

The following points contain information that can help strengthen the visual part of your presentation.

1. The “joy of six” is a helpful rule of thumb. Use a maximum of six points per slide and six words per point.
2. Use text sparingly. Depending on the color and font size you select, text may be difficult to read. In addition, if your audience is concentrating on written text, they are most likely not giving you their complete attention.
3. Select colors with care. Experiment with color combinations, but make sure they work well on a screen – there is often a difference between how something looks on your computer screen and how it appears when projected onto a screen or wall. If possible, preview your presentation ahead of time.
4. Keep unity of design from slide to slide. Using one, or several, or the master slides provided in PowerPoint can help avoid problems of this nature.
5. Font size is important – use the “floor test” for readability. Print out a slide containing text, then place the page on the floor. Can you read the slide from a standing position? If yes, then your audience can likely read it from their seats. If no, then the font size needs to be increased. Previewing your presentation in the room you'll be using? Walk to the back of the room – if you can't easily read the slides, your audience won't be able to either.

6. Minimize or avoid animated texts, sounds, and fancy transitions. These can be effective in certain situations, but often distract your audience from the main points you are making.
7. Avoid switching between programs (such as calling up a Web page). This takes extra time and can make it difficult for your audience to remain focused on your presentation.
8. Do you want people to take notes during your presentation? Leave them sufficient time to do so.
9. Timing. Use three slides per minutes as a maximum.
10. Visual images can be great, but they need to be selected carefully and be appropriate to the point(s) you want to make. Watch size, too – images too small are not helpful. And if formatting visual images to fit a slide, be sure to keep the dimensions of the original!!

It's often helpful to keep these concepts in mind: FOCUS – PLAN – PRACTICE

FOCUS on the main point(s) you want to make.

PLAN the layout of your presentation. This means carefully considering each slide, as well as the presentation as a whole. Does everything fit together?

PRACTICE your entire presentation at least once before you present it to your audience. Most helpful is projecting your presentation onto a screen, in order to see exactly how your audience will view it. If possible, have someone watch and listen, then ask questions about anything that they find unclear – rather than face a difficult question from one person than in front of an audience!

* Some language concepts used here adopted from David G. Brown, “Judicious PowerPoint,” in Syllabus 14, 8 (March 2001), 27.

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Last updated on: 24 November, 2005

***Note: PAWS Reading Rubrics and Descriptors are available on the LA Curriculum website.**

American Classics

Title *previously appeared on AP Test	Author	R Level	Interest Level	Lexile	Literary Period
Absalom, Absalom*	Faulkner, William	9.1	9+	NL	Modern
Absolutely True Diary of a Part-Time Indian	Alexie, Sherman			600	Contemporary
Adventures of Huckleberry Finn*	Twain, Mark	11	9+	990	Realism
Adventures of Tom Sawyer	Twain, Mark	9	7--12	950	Realism
Age of Innocence*	Wharton, Edith	8.8	9+	1170	Realism
Agnes of God*	Pielmeier, John			NL	Contemporary/ Drama
All My Sons*	Miller, Arthur			NL	Contemporary Drama
All the King's Men*	Warren, Robert Penn	6.8	9+	NL	Modern
All the Pretty Horses*	McCarthy, Cormac	9	9+	940	Contemporary/ Western
A Long, Fatal Love Chase	Alcott, Louisa May				Romanticism
America is in the Heart*	Bulosan, Carlos			830	Modern
An American Tragedy	Dreiser, Theodore	9	9+	1240	Realism
Angel Fire	Franscell, Ron			NL	Contemporary/ Mystery
Angle of Repose	Stegner, Wallace	6.9	9+	1020	Modern
Animal Dreams	Kingsolver, Barbara	5.7	9+	790	Contemporary
Another Country*	Baldwin, James	7	9+	NL	Contemporary/ Civil Rights
April Morning	Fast, Howard	6.1	9+	1050	Revolutionary War
Armies of the Night*	Mailer, Norman		10	NL	Modern
As I Lay Dying	Faulkner, William	5.4	9+	870	Modern
Astonishing Life of Octavian Nothing	Anderson, M.T.			1010	Contemporary
Autobiography of an Ex-Colored Man*	Johnson, James Weldon	9	9+	1100	Contemporary/ Civil Rights
Autobiography of Miss Jane Pittman	Gaines, Ernest	4.6	7+	710	Civil Rights/ Civil War
Awakening, The*	Chopin, Kate	8.5	9	960	Women's Rights
Babbitt	Lewis, Sinclair	7.8	9+	1110	Modern
Ballad of the Sad Café	McCullers, Carson	8	9+	NL	Contemporary
Bastard Out of Carolina	Allison, Dorothy	10	9+	900	Contemporary
Bean Trees	Kingsolver, Barbara	5.6	9+	900	Contemporary
Beautiful Boy: Father's Journey Son's Addiction	Sheff, David			NL	Contemporary
Bell Jar	Plath, Sylvia	7.2	9+	1140	Contemporary
Beloved*	Morrison, Toni	6	9+	870	Contemporary
Benito Cereno*	Melville, Herman			NL	Romanticism
Big Sky, The	Guthrie, A.B.	9	9+	960	Western

Big Sleep, The	Chandler, Raymond	9	9+	660	Contemporary
Billy Bathgate	Doctorow, E.L.			NL	Contemporary
Billy Budd, Sailor*	Melville, Herman	10	9+	1450	Romanticism
Bingo Palace	Erdrich, Louise	9	9+	1060	Contemporary
Bitterly Divided: South's Inner Civil War	Williams, David			NL	Civil Rights
Black Boy	Wright, Richard	7.4	9+	950	Modern/ Civil Rights
Black Elk Speaks	Black Elk	5.6	7+	1010	Native American
Black Like Me	Griffin, John Howard	7	9+	990	Modern/ Civil Rights
Black Water	Oates, Joyce Carol			NL	Contemporary/Political
Bless Me, Ultima*	Anaya, Rudolfo	10	9+	840	Contemporary
Blessings	Quindlen, Anna	6.3	9+	NL	Contemporary
Blindspot	Kamensky, Jane			NL	Contemporary/ Colonial
Blood Meridian	McCarthy, Cormac			NL	Contemporary
Bluest Eye, The*	Morrison, Toni	5.2	9+	920	Contemporary
Bodega Dreams	Quinonez, Ernesto	9	9+	NL	Contemporary
Bone: A Novel*	Ng, Fae M.			NL	Contemporary
Book of Daniel, The	Doctorow, E.L.			NL	Contemporary
Book of Ruth, The	Hamilton, Jane	5.9	9+	950	Contemporary
Boy's Life	McCammon, Robert	5.2	7+	780	Contemporary
Bridge of San Luis Rey	Wilder, Thornton	7.1	9+	1080	Modern
Call of the Wild	London, Jack	9	7--12	1120	Realism
Candida*	Shaw, George Bernard			NL	Modern
Caramelo	Cisneros, Sandra	5.7	9+	NL	Contemporary
Cat on a Hot Tin Roof*	Williams, Tennessee	9	9+	NL	Modern/ Drama
Catch-22*	Heller, Joseph	7.1	9+	1140	Modern
Catcher in the Rye*	Salinger, J.D.	4.7	9+	790	Modern
Centaur, The*	Updike, John			NL	Contemporary
Ceremony*	Silko, Leslie Marmon	9	9+	890	Native American
Chosen, The	Potok, Chaim	6.6	9+	970	Contemporary
Civil Disobedience	Thoreau, Henry David	8.7	9+	1200	Transcendentalism
Cold Mountain	Frazier, Charles	6.9	9+	1210	Contemporary/ Civil War
Color of Water, The	McBride, James	6.1	9+	1240	Contemporary
Color Purple, The*	Walker, Alice	4	9+	670	Contemporary
Coyote Waits	Hillerman, Tony	4.7	9+	720	Contemporary/ Mystery

Crooked Little Heart	Lamott, Anne	6.3	9+	1010	Contemporary
Crucible, The	Miller, Arthur	4.9	9+	1320	Modern/ Drama
Curious Incident of the Dog in the Night-Time	Haddon, Mark	5.4	9+	1180	Contemporary
Daisy Miller	James, Henry	9	9+	850	Realism
Dandelion Wine	Bradbury, Ray	6	9+	880	Contemporary
Day of the Locust, The	West, Nathanael			NL	Modern
Dead in the Water	Stabenow, Dana			NL	Contemporary/ Mystery
Death Comes for the Archbishop*	Cather, Willa	7.9	9+	1150	Modern
Death in the Family, A*	Baldwin, James	6.9	9+	1020	Contemporary/ Civil Rights
Death of a Salesman	Miller, Arthur	6.2	9+	NL	Modern/ Drama
Delta Wedding*	Welty, Eudora			NL	Contemporary
Desire Under the Elms*	O'Neill, Eugene			NL	Contemporary
Dharma Bums, The	Kerouac, Jack	9	9+	NL	Contemporary
Dinner at the Homesick Restaurant*	Tyler, Anne	9	9+	720	Contemporary
Dollmaker, The*	Arnold, Harriette	8	9+	1120	Modern
Double Bind, The	Bohjalian, Chris				Contemporary
Down These Mean Streets	Thomas, Piri	8	9+	820	Contemporary
Dune	Herbert, Frank	5.7	9+	800	Contemporary/ Science Fiction
Eagle Blue: A Team, a Tribe & H.S. BB	D'Orso, Michael			NL	Contemporary
Earth Abides	Stewart, George	9	9+	960	Contemporary
East of Eden*	Steinbeck, John	8	9+	700	Realism
Ella Minnow Pea	Dunn, Mark	6.6	9+	NL	Contemporary
Ellen Foster	Gibbons, Kay	4.7	9+	870	Contemporary
Elsewhere	Zevin, Gabrielle	4.3	7--12	720	Contemporary
English Creek	Doig, Ivan			NL	Contemporary
Esperanza Rising	Ryan, Pam Munoz	5.3	5--9	750	Contemporary
Ethan Frome	Wharton, Edith	7.6	9+	1160	Realism
Even Cowgirls Get the Blues	Robbins, Tom			NL	Contemporary
Extremely Loud and Incredibly Close	Foer, Jonathan Safran	4.7	9+	940	Contemporary/ WTC
Fahrenheit 451	Bradbury, Ray	5.2	9+	890	Contemporary/ Science Fiction
Farewell Summer	Bradbury, Ray			NL	Contemporary
Farewell to Arms*	Hemingway, Ernest	6	9+	730	Modern/ World War I
Farewell to Manzanar	Houston, Jeanne	6.7	7+	1040	Contemporary/ World War II
Fences*	Wilson, August	9	9+	NL	Contemporary

Flowers for Algernon	Keyes, Daniel	5.8	9+	910	Contemporary
Follow the River	Thom, James Alex.			1120	Contemporary/ Colonial
Fools Crow	Welch, James	6	9+	870	Contemporary/ Native American
For Whom the Bell Tolls	Hemingway, Ernest	5.8	9+	840	Modern/ World War I
Fountainhead, The	Rand, Ayn	7	9+	780	Modern
Franny and Zooey	Salinger, J.D.	11	9+	990	Modern
Friendly Persuasion	West, Jessamyn	6.1	7+	970	Modern/ Civil War
From the Dust Returned	Bradbury, Ray	5.3	9+	890	Contemporary
Gathering of Old Men, A*	Gaines, Ernest	4.4	9+	650	Contemporary/ Civil Rights
Gesture Life*	Lee, Chang-Rae	9	9+	1270	Contemporary
Girl with Braided Hair, The	Coel, Margaret			NL	Contemporary/ Mystery
Girls Like Us: C. King, J. Mitchell, C. Simon	Weller, Sheila			NL	Contemporary
Glass Castle, The	Walls, Jeannette	5.9		1010	Contemporary/ Autobiographical
Glass Menagerie, The*	Williams, Tennessee	5.3	9+	NL	Modern/ Drama
Go Tell it on the Mountain	Baldwin, James	6.5	9+	1030	Contemporary/ Civil Rights
God of Animals	Kyle, Aryn			NL	Contemporary
Going after Cacciato	O'Brien, Tim	4.6	9+	620	Contemporary/ Vietnam
Gone with the Wind	Mitchell, Margaret	7.1	9+	1100	Modern/ Civil War
Good Earth	Buck, Pearl S.	6.8	9+	1530	Modern
Grapes of Wrath, The*	Steinbeck, John	4.9	9+	680	Modern/ Depression
Great Gatsby, The*	Fitzgerald, F. Scott	7.3	9+	1070	Modern
Grendel	Gardner, John	5.9	9+	920	Contemporary
Hairy Ape, The*	O'Neill, Eugene			NL	Contemporary
Handmaid's Tale, The	Atwood, Margaret	5.4	9+	750	Contemporary
Harriet and Isabella	O'Brien, Patricia				Contemporary
Hawaii	Michener, James	8.2		NL	Contemporary
Heart is a Lonely Hunter, The	McCullers, Carson	6.3	9+	760	Modern
Heart to Heart: New Poems Am. Art	Greenberg, Jan	8	7--12	NL	Contemporary
Help, The	Kathryn Stockett				Contemporary/ Civil Rights
Heretic's Daughter, The	Kent, Kathleen			NL	Contemporary/ Colonial
Hondo	L'Amour, Louis	5.1	9+	740	Contemporary/ Western
House Made of Dawn*	Momaday, N. Scott	6.2	9+	970	Contemporary/ Native American
House of Mirth, The*	Wharton, Edith	9.7	9+	1230	Realism
House of Seven Gables, The*	Hawthorne, Nathaniel	11	9+	1320	Romanticism

House of Spirits	Allende, Isabel	8.4	9+	1280	Contemporary
House on Mango Street, The	Cisneros, Sandra	4.5	7+	870	Contemporary
How the Garcia Girls Lost Their Accents	Alvarez, Julia	6.2	9+	950	Contemporary
If I Die in a Combat Zone	O'Brien, Tim	5.8		NL	Contemporary/ Vietnam War
Illustrated Man, The	Bradbury, Ray	4.4	9+	680	Contemporary/ Science Fiction
I'm Down	Mishna Wolff				Contemporary/ Autobiographical
In Country	Mason, Bobbi Ann	6.8	7+	730	Contemporary/ Vietnam War
In the Lake of the Woods*	O'Brien, Tim	5.2	9+	NL	Contemporary/ Vietnam War
Into Thin Air	Krakauer, Jon	8.1	9+	1270	Contemporary
Invisible Man	Ellison, Ralph	7.2	7--12	950	Modern
J.B.	MacLeish, Archibald	11	9+	NL	Modern
Joe Turner's Come and Gone*	Wilson, August	8	9+	NL	Contemporary
Johnny Got His Gun	Trumbo, Dalton	5.9	9+	970	Modern/ World War I
Joy Luck Club, The*	Tan, Amy	5.7	9+	930	Contemporary
Jungle, The*	Sinclair, Upton	8	9+	1170	Modern
Keeping Faith	Picoult, Jodi	5.6	9+	780	Contemporary
Kindred	Butler, Octavia	7	7+	580	Contemporary/ Civil War
Lace Reader, The	Barry, Brunonia				Contemporary/Salem Witch
Known World, The	Jones, Edward P.	5.8	9+	NL	Contemporary/ Civil War
Last of the Mohicans, The	Cooper, James	11	9+	1350	Romanticism
Last Town on Earth, The	Mullen, Thomas			NL	Contemporary
Last Tycoon, The	Fitzgerald, F. Scott	8	7+	940	Modern
Left Hand of Darkness, The	LeGuin, Ursula K.	7	9+	970	Contemporary
Lesson Before Dying, A	Gaines, Ernest	4.4	9+	750	Modern/ Civil Rights
Let Me Play: The Story of Title IX	Blumenthal, Karen	8.7		114	Contemporary
Light in August*	Faulkner, William	6.7	9+	NL	Modern
Little Big Man	Berger, Thomas	9	9+	NL	Contemporary/ Native American
Little Brother	Doctorow, Cory			900	Contemporary
Little Foxes, The*	Hellman, Lillian			NL	Contemporary
Little Women	Alcott, Louisa May				Romanticism
Lone Ranger and Tonto Fistfight in Heaven	Alexie, Sherman	5.4	9+	830	Contemporary
Lonesome Dove	McMurtry, Larry	5.8	9+	NL	Contemporary/ Western
Long Day's Journey Into Night*	O'Neill, Eugene	8	9+	NL	Modern
Look Homeward Angel	Wolfe, Thomas	9	9+	NL	Realism

Looking for Alaska	Green, John	5.8	7--12	NL	Contemporary
Love Medicine*	Erdrich, Louise	9	9+	780	Contemporary/ Native American
Loved One, The	Waugh, Evelyn	10	9+	NL	Modern
Lovely Bones, The: A Novel	Sebold, Alice	9	9+	890	Contemporary/ Mystery
Lucky	Sebold, Alice	5.4	9+	NL	Contemporary/ Mystery
M. Butterfly*	Wang, David Henry			NL	Contemporary
Madonnas of Leningrad, The	Dean, Debra			NL	Contemporary/ World War II
Maggie, A Girl of the Streets	Crane, Stephen	7	7+	NL	Realism
Main Street*	Lewis, Sinclair	8.6	9+	1010	Modern
Maltese Falcon, The	Hammett, Dashiell	6	9+	760	Modern/ Mystery
Mama Day	Naylor, Gloria	9	9+	930	Contemporary
Man in the High Castle, The	Dick, Philip	9	9+	NL	Contemporary
March, The	Doctorow, E.L.			930	Contemporary
McTeague	Norris, Frank	7.8	9+	890	Naturalism
Medium, the	Sickels, Noelle			NL	Contemporary/ World War II
Member of the Wedding, The*	McCullers, Carson	6.3	9+	900	Contemporary
Memory of Running, The	McLarty, Ron	4.6	9+	NL	Contemporary
Milagro Beanfield War, The	Nichols, John	9	9+	NL	Contemporary
Miracle Worker, The	Gibson, William	5.2	7+	NL	Contemporary
Miss Lonelyhearts*	West, Nathanael	9	9+	NL	Modern
Moby Dick*	Melville, Herman	9.9	7+	1230	Romanticism
Monkey Bridge*	Cao, Lan			NL	Contemporary
Monkey Wrench Gang, The	Abbey, Edward	5.5	9+	860	Contemporary
Montana 1948	Watson, Larry	5.5	9+	940	Contemporary
My Antonia	Cather, Willa	6.9	9+	1010	Modern
My Name is Aram	Saroyan, William			820	Modern
My Names is Asher Lev*	Potok, Chaim	10	9+	NL	Contemporary
My Sister's Keeper	Picoult, Jodi	5.3	9+	840	Contemporary
Naked and the Dead, The	Mailer, Norman			NL	Contemporary/ World War II
Namesake, The	Lahiri, Jhumpa	7.2	9+	1210	Contemporary
Native Son*	Wright, Richard	6.1	9+	700	Contemporary
Native Speaker*	Lee, Chang-Rae			NL	Contemporary
Natural, The	Malamud, Bernard	6.3	9+	1060	Modern
New Found Land: Lewis and Clark	Wolf, Alan	5.5	7--12	850	Contemporary

Night Birds	Maltman, Thomas			NL	Contemporary
Nineteen Minutes	Picoult, Jodi			890	Contemporary
No-No Boy*	Okada, John			900	Contemporary/ World War II
O Pioneers!*	Cather, Willa	6.7	9+	930	Modern
Of Mice and Men*	Steinbeck, John	4.5	9+	630	Modern
Oil	Sinclair, Upton			NL	Modern
Old Man and the Sea, The	Hemingway, Ernest	5.1	7+	940	Modern
On the Road	Kerouac, Jack	9	9+	930	Modern
One Flew Over the Cuckoo's Nest*	Kesey, Ken	6.2	9+	1110	Contemporary
Ordinary People	Guest, Judith	4.1	9+	600	Contemporary
Our Lady of the Forest	Guterson, David	5.9	9+	NL	Contemporary
Our Town*	Wilder, Thornton	3.9	7--12	NL	Modern
Out of the Dust	Hesse, Karen	5.3	5--9	NL	Modern/ Depression
Outsiders, The	Hinton, S. E.	4.7	7--12	750	Contemporary
Ox Bow Incident, The	Clark, Walter Van Tilburgh	5.4	9+	890	Modern/ Western
Peace Like A River	Enger, Lief	6.3	9+	900	Contemporary
Pearl, The	Steinbeck, John	7.1	7+	1010	Modern
Physick Book of Deliverance Dane	Howe, Katherine				Contemporary/ Salem Witch Trials
Piano Lesson, The*	Wilson, August	8	9+	NL	Modern/ Drama
Plot Against America	Roth, Philip	8.2	9+	NL	Contemporary
Pocho*	Villareal, Jose Antonio	9	9+	NL	Contemporary
Poisonwood Bible, The	Kingsolver, Barbara	6.6	9+	960	Contemporary
Portrait of a Lady	James, Henry	10	9+	1020	Realism
Postman Always Rings Twice, The	Cain, James			NL	Modern/ Mystery
Power of Myth	Campbell, Joseph	9	9+	NL	Contemporary
Prayer for Owen Meany, A*	Irving, John	7.7	9+	1050	Contemporary
Profiles in Courage	Kennedy, John F.	11.4	9+	1410	Contemporary
Race Beat: Press, Civil Rights	Roberts, Gene			NL	Contemporary/ Civil Rights
Ragtime*	Doctorow, E.L.	10	9+	930	Contemporary
Raisin in the Sun	Hansberry, Lorraine	4.9	7+	NL	Modern/ Civil Rights
Rape of Nanking, The	Chang, Iris	9	9+	1280	Contemporary/ World War II
Red Badge of Courage, The	Crane, Stephen	5.2	5--9	900	Realism/ Civil War

Red Tent	Diamant, Anita	6.5	9+	1010	Contemporary
Redburn*	Melville, Herman			NL	Romanticism
Reservation Blues	Alexie, Sherman			NL	Contemporary/ Native American
Riders of the Purple Sage	Grey, Zane			1000	Modern/ Western
River Runs Through It, A	Maclean, Norman	6.1	9+	1100	Contemporary
Road, The	McCarthy, Cormac			NL	Contemporary
Rock Springs	Ford Richard			NL	Contemporary
Salem Falls	Picoult, Jodi	9	9+	760	Contemporary/ Salem Witch Trials
Sandbox, The*	Albee, Edward			NL	Modern/ Drama
Scarlet Letter, The*	Hawthorne, Nathaniel	11	7+	1340	Romanticism
Secret Life of Bees	Kidd, Sue Monk	9	9+	840	Contemporary
Self-Reliance	Emerson, Ralph Waldo	8.7	9+	1450	Transcendentalism
Sent for You Yesterday*	Wideman, John Edgar			NL	Contemporary
Separate Peace, A	Knowles, John	6.9	9+	1110	Modern
Shane	Schaefer, Jack	5.5	9+	870	Modern/ Western
Shipping News, The*	Proulx, Annie	4.8		730	Contemporary
Singing of the Dead, The	Stabenow, Dana			NL	Contemporary/ Mystery
Sister Carrie	Dreiser, Theodore	9	9+	980	Realism
Slaughter-House Five*	Vonnegut, Kurt	6	7--12	850	Contemporary/ World War II
Snow Falling on Cedars	Guterson, David	7	9+	1080	Contemporary
So Brave, Young, and Handsome	Enger, Lief			NL	Contemporary
Solace of Open Spaces	Ehrlich, Gretel			NL	Contemporary/ Western
Someday the Pain Will be Useful	Cameron, Peter			1010	Contemporary
Something Wicked This Way Comes	Bradbury, Ray	4.8	9+	820	Contemporary
Sometimes a Great Notion	Kesey, Ken	9	9+	1020	Contemporary
Song of Solomon*	Morrison, Toni	5	9+	870	Contemporary
Sound and the Fury, The*	Faulkner, William	4.4	9+	870	Modern
Speak	Anderson, Laurie Halse	4.5	7--12	690	Contemporary
Stiff: The Curious Lives of Human Cadavers	Roach, Mary	9.4	9+	1230	Contemporary
Stones for Ibarra	Doerr, Harriet	7.1	9+	1010	Contemporary
Stones from the River	Hegi, Ursula	7	9+	1140	Contemporary/ World War II
Streetcar Named Desire, A	Williams, Tennessee	5.7	9+	NL	Modern/ Drama
Sula*	Morrison, Toni	9	9+	1050	Contemporary

Sun Also Rises, The*	Hemingway, Ernest	11	9+	610	Modern
Tell Me a Riddle	Olsen, Tillie	5.2	9+	730	Contemporary
The Devil in the White City	Larson, Erik	8	9+	1170	Contemporary/ Mystery
The Middle of Everywhere: Helping Refugees	Pipher, Mary			NL	Contemporary
Their Eyes Were Watching God*	Hurston, Zora Neale	5.6	9+	1080	Modern
The Witch of Blackbird Pond	Speare, Elizabeth George				Modern/ Colonialism
Things They Carried, The*	O'Brien, Tim	9	9+	880	Contemporary/ Vietnam War
This Land Was Made for You and Me: Guthrie	Partridge, Elizabeth	7	7--12	1020	Contemporary
Those Jordan Girls	Drury, Joan			NL	Contemporary
Three Cups of Tea	Mortenson, Greg			NL	Contemporary
Time Traveler's Wife, The	Niffenegger, Audrey	4.7	9+	780	Contemporary
Tree Grows in Brooklyn, A	Smith, Betty	5.8	9+	810	Modern
Trifles*	Glaspell, Susan			NL	Modern
Tuesdays with Morrie	Albom, Mitch	5.5	9+	830	Contemporary
Turn of the Screw*	James, Henry	9	9+	1140	Realism
Tweak: Growing Up on Methamphetamines	Sheff, Nic			NL	Contemporary
Twelve Angry Men: A Play in Three Acts	Rose, Reginald	9	9+	NL	Modern
Typical American *	Jen, Gish			NL	Contemporary
Uncle Tom's Cabin*	Stowe, Harriet Beecher	9.3	9+	1050	Romanticism
Underground Man, The	Macdonald, Riss	5.1	5--9	760	Contemporary
Up from Slavery	Washington, Booker T	8.2	7+	1320	Realism
Virginian, The	Wister, Owen	6.3	9+	830	Realism/ Western
Voice That Challenged a Nation: Marian Anderson	Freedman, Russell	8.2		1180	Contemporary
Walden*	Thoreau, Henry David	8.7	9+	1360	Transcendentalism
Washington Square*	James, Henry	9	9+	1030	Realism
Watch on the Rhine*	Hellman, Lillian			NL	Contemporary
Water for Elephants	Gruen, Sara			730	Contemporary
Way to Rainy Mountain	Momaday, N. Scott	8	7+	890	Contemporary/ Native American
We Are All Welcome Here	Berg, Elizabeth			NL	Contemporary
White Fang	London, Jack	7	7--12	970	Realism
Who's Afraid of Virginia Woolf?*	Albee, Edward	9	9+	NL	Modern/ Drama
Wicked	Maguire, Gregory	6.4	9+	NL	Contemporary
Winesburg, Ohio	Anderson, Sherwood	8	9+	1050	Realism

Winter in the Blood*	Welch, James			NL	Contemporary/ Native American
Wise Blood*	O'Connor, Flannery			920	Modern
Woman Warrior*	Kingston, Maxine	9	9+	880	Contemporary
Yellow Raft in Blue Water	Dorris, Michael	8	9+	980	Contemporary
Your Own, Sylvia: Verse Portrait of Plath	Hemphill, Stephanie			NL	Contemporary
Zen & Art of Motorcycle Maintenance	Pirsig, Robert	10	9+	1040	Contemporary
Zoot Suit, The*	Valdez, Luis			1240	Contemporary/ Drama

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11th

PAWS

Writing and Reading

Rubrics and

Assessment Descriptions



Wyoming Department of Education

**Assessment Descriptions &
Scoring Rubrics**

Reading



Grade 11

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I. The Instructional Focus of Wyoming’s State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31st following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Reading Skills

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,

expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

III. A Framework for Assessing PAWS Reading Skills

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

VI. Evaluative Criteria for PAWS Reading Skills

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How *accurate* is the reader’s grasp and use of the text?

Relevance

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

V. Context/Different Types of Reading Texts

Functional Texts: These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Narrative Texts: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

VII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

Grade/Content Standard (Sub-standard)/ Type of Text/Skill

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

8.R.F.2 Grade 8/Reading/Functional Text/Select and apply information for a task

VIII. Assessment Descriptions

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Relevance and Importance

Evaluative Criteria:

Accuracy

The reader demonstrates an accurate understanding of the information.

Relevance

The reader explains how key aspects of the content are relevant to a reader's informational needs.

Sufficiency

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

Short Response Rubric:

Score	Definition
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Functional Text/Select and Apply

Evaluative Criteria:

Accuracy

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

Relevance

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

Sufficiency

The reader selects enough information and details from the text to complete the task adequately and appropriately.

Extended Response Rubric

Score	Definition
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric

Score	Definition
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category – Major Points and Details			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author’s purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text’s major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author’s intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Major Points and Supporting Details

Evaluative Criteria:

Accuracy

The reader identifies the major points and distinguishes the major points from the supporting details.

Relevance

The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea.

Sufficiency

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

Short Response Rubric:

Score	Definition
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. 	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Organization

Evaluative Criteria:

Accuracy

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

Relevance

The reader explains how the organization of the text supports the writer's major concepts and purposes.

Sufficiency

The reader cites an adequate number of details to support an understanding and reaction to the organization.

Short Response Rubric:

Score	Definition
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader's position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category - Information Relationships			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p>11.IC Students read and demonstrate understanding of informational texts.</p>	<p>11.IC.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author's intent; 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>11.IC.3 Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Expository Text/Information Relationships

Evaluative Criteria:

Accuracy

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

Relevance

The reader uses the information in a text to make connections to commonly understood concepts about the world.

Sufficiency

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

Extended Response Rubric:

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

Short Response Rubric:

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.1A.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.1B.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character's actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p>11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Story Elements

Evaluative Criteria:

Character Development

Accuracy

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

Relevance

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

Sufficiency

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

Symbolism

Accuracy

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

Relevance

The reader describes the importance of symbolism to a story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

Mood

Accuracy

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

Relevance

The reader describes the importance of mood to the story's plot and theme.

Sufficiency

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

PAWS Assessment Descriptions – Grade 11 Reading
continued

Skill: Narrative Text/Story Elements

Short Response Rubric:

Score	Definition
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Plot

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story’s action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Short Response Rubric:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader’s position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader’s position.
0	The response provides no accurate information from the text and does not address the task.

PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p>11.IA Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p>11.IA.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> 1) Literal comprehension (main idea, summarizing, paraphrasing); and 2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions). <p>11.IA.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p>11.IB Students demonstrate an understanding of literary texts.</p>	<p>11.IB.1 Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>11.IB.2 Students understand elements of literature including:</p> <ol style="list-style-type: none"> 1. Character development (character’s actions, beliefs, motives, reactions, and feelings); 2. Point of view including underlying author purpose; 3. Setting including historical/cultural context; 4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and 5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing. <p>11.IB.4 Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

PAWS Assessment Descriptions – Grade 11 Reading

Skill: Narrative Text/Theme

Evaluative Criteria:

Accuracy

The reader articulates a reasonable story theme.

Relevance

The reader explains how various elements of the story contribute to the development of its theme.

Sufficiency

The reader provides enough information to support his or her interpretation of the story’s theme.

Extended Response Rubric:

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

Short Response Rubric:

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.

PAWS Writing Scoring Guide—Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused thesis in response to the topic Uses specific details and examples to enrich idea development 	<ul style="list-style-type: none"> Presents a thesis in response to the topic Uses relevant details and examples 	<ul style="list-style-type: none"> Attempts to present a thesis in response to the topic Limited use of relevant details or examples 	<ul style="list-style-type: none"> No response to the topic Details and examples are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective introduction, body, and conclusion Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents an introduction, body, and conclusion Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents an introduction or conclusion Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; Inconsistently uses correct sentences 	<ul style="list-style-type: none"> Introduction and conclusion are unidentifiable Organization of ideas lacks a logical sequence Topic sentences or transitions are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument effectively Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals voice, style, and tone appropriate to the intended audience and purpose Communicates argument Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose Expresses opinion rather than argument Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Essay lacks voice, style, or tone appropriate to the intended audience and purpose Lacks statement of opinion or argument Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Writing Scoring Guide—Grade 11 Targets

<i>Expressive: Reflective Narrative—Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values</i>				
SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea or message in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea or message in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea or message in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea or message is unclear Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Develops an effective beginning, middle, and ending Sequencing of ideas demonstrates effective logic and coherence Uses topic sentences and varied transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas Uses varied and correct sentences 	<ul style="list-style-type: none"> Presents a beginning, middle, and ending Sequencing of ideas demonstrates overall logic and coherence Uses topic sentences and transitions between and within paragraphs Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Presents a beginning or ending Sequencing of ideas demonstrates some evidence of logic and coherence Lacks consistent use of topic sentences and transitions between and within paragraphs Similar ideas are grouped together without appropriate spacing or indentation Attempts to use varied sentences; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Beginning or ending are unidentifiable Organization of ideas lacks a logical sequence Topic sentences and transitions between and within paragraphs are unidentifiable Similar ideas are not grouped together; no evidence of appropriate spacing or indentation Sentences are run-on, incomplete, or fragmented
<p>Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Narrative consistently reveals personal voice or style appropriate to the purpose Uses a variety of descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals personal voice or style appropriate to the purpose Uses descriptive and original words or phrases 	<ul style="list-style-type: none"> Narrative reveals limited personal voice or style appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> Narrative is flat and lifeless Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control over grade-appropriate grammar and usage 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout

**12th Grade
Literature &
Language
LA-SL
Language Arts**

**2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE LANGUAGE ARTS
SENIOR ENGLISH REQUIRED – LITERATURE AND WRITING (LA-SL)**

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
1	LA-SL-01-01	READING: Respond to Literary Works **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-SL-01-02	READING: Read Designated Pages **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA- SL-02-02	WRITING: CCSD Writing Assessment **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA- SL-02-03	WRITING: Step Up to Writing Strategies **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA- SL-02-07	WRITING: Literary Analysis **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA- SL-03-02	SPEAKING/LISTENING: Group Discussion **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

Daily Grades: Each teacher is encouraged to take some sort of daily grade in order to encourage daily participation in learning and skill development	
CCHS Requirement – Late Work Policy – no late work accepted after	
<u>1st Semester:</u>	<u>2nd Semester</u>
6 weeks – Oct 13 th /14 th	6 weeks – Mar 2 nd /3 rd
12 weeks – Nov 22 nd /23 rd	12 weeks – Apr 13 th /14 th
18 weeks – Jan 11 th /12 th	18 weeks – May 23 rd /24 th
Reading Due Dates – Late work policy deadlines apply to weeks 3, 12, and 18 – 350 pages due on the following dates:	
<u>1st Semester:</u>	<u>2nd Semester</u>
3 weeks – Sept 21 st /22 nd	3 weeks – Feb 8 th /9 th
6 weeks – Oct 13 th /14 th	6 weeks – Mar 2 nd /3 rd
9 weeks – Nov 3 rd /4 th	9 weeks – Mar 22 nd /23 rd
12 weeks – Nov 22 nd /23 rd	12 weeks – Apr 13 th /14 th
15 weeks – Dec 15 th /16 th	15 weeks – May 5 th /6 th
18 weeks – Jan 11 th /12 th	18 weeks – May 23 rd /24 th

Campbell County School District #1 Gillette, Wyoming

Language Arts - Senior English/Literature

This semester will focus on three areas: literature, writing, and reading. During this semester, students will study world literature in order to gain insights into the cultures, ideas, and values of different parts of the world, as well as gaining insight into humanity in general. Students will also complete a variety of writing activities, including essays, nonfiction research, transactional pieces, and technical writing through independent writing, whole class activities, small group work, and short-term projects. In addition, students must meet all CCHS Language Arts reading requirements for the semester by reading and reporting on a variety of materials. Students will read 2100 pages each semester out of class.

CCHS - Prentice-Hall Senior-level resources

WJSH - Timeless Voices, Timeless Themes - British Tradition, Prentice-Hall

LA-SL-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.08 Use Strategies to Contribute to Group Discussions
- LA.11.03.09 Listen and Respond to Listener Feedback

The student will complete reading assessments over short stories, novels, dramas, and nonfiction texts written by authors of World Literature. He/she will answer questions of fact, interpretation, evaluation, and application.

LA-SL-01-01 - Respond to Literary Works (Objective)

C - Critical--Assessment Reporting Required

The student will demonstrate well-developed reading skills by practicing the following behaviors:

- Framing pre-reading questions for assigned reading.
- Linking material read to author's background and the time during which the work was developed.
- Utilizing context clues to enhance vocabulary acquisition and reading comprehension.
- Approaching literature at literal, interpretive, and applied levels.
- Experiencing a wide variety of reading including novels, short stories, poetry, nonfiction, and technical materials.

Common Directions: Students, you will respond to independent reading by use of written or oral response.

Common Rubric: Respond to Literary Works rubric

LA-SL-01-02 - Read Designated Pages (Objective)

C - Critical - Assessment Reporting Required

The students will demonstrate independent reading. Each student will produce a spreadsheet containing:

<ul style="list-style-type: none">• MLA header - name, instructor, class, date• Title• Author• Number of pages	<ul style="list-style-type: none">• Lexile score• may include other information for individual teacher
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These spreadsheets will be saved, accessed, and maintained on the school server. Additions will be made throughout the school year.

Common Directions: Students, you will complete a designated number of pages of independent reading by the end of the semester and track what you have read according to a teacher-approved method (i.e. a spreadsheet).

Common Rubric: Reading Designated Pages rubric

LA-SL-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.04 Use Strategies to Make Persuasive Presentations
- LA.11.03.07 Use Visual Aids or Technology in Presentations

The student will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing: narrative essays, timed writings, expository paragraphs and essays, research-based nonfiction, expressive writings, responses to literature, and technical-based texts.

LA-SL-02-01 - Writing (Objective)

S - Supporting

The student will complete a variety of writings each semester.

LA-SL-02-02 - CCSD Writing Assessment - (Objective)

C - Critical--Assessment Reporting Required

Students will write an essay using the writing process. The final draft will be sent to the district office and will be scored on a four-point scale for each of the seven writing traits. The scoring will be done by CCSD educators during a one-day scoring event each semester.

Common Directions: Students, you will write an in-class, timed persuasive essay demonstrating use of the writing process and knowledge of the six traits.

Common Rubric: 7 Trait Analytical Scoring Guide

LA-SL-02-03 - Step Up to Writing Strategies (Objective)

C - Critical--Assessment Reporting Required

The student will use appropriate Step Up to Writing strategies while engaged in writing.

Step Up to Writing - 12th-Grade Strategies

- T-charts
- T-charts with transitions
- T-charts with RDF
- T-charts with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - appropriate length
 - introductions and conclusions
 - citing sources – works cited, in-text citations, use tools without direct monitoring
 - vary transitions
 - show control and mastery of diverse transitional devices
 - pick and enrich your E's
 - use E's from sources: literature, research
 - use the “e” of explanation (citing sources)
- Master topic sentence
 - Semicolon #10
 - Two Nouns and Two Commas #11
 - Using a Quotation #12
 - Compare/Contrast #13
 - Where or When + What's Happening #14

NOTE: See pages 370-380 in the booklet for more SUTW topic sentence information.

Common Directions: Students, you will demonstrate knowledge of correct and effective writing skills using Step Up To Writing Strategies.

Common Rubric: 12th Grade SUTW rubric

LA-SL-02-04 - Grammar and Usage (Objective)

T - Teach

The students will use the writing process and demonstrate correct grammar and usage while writing.

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate a knowledge of correct and effective sentence structure by composing and evaluating writing.

- Demonstrate competency in the use of sentence fluency
- Combine sentences in a variety of ways
- Write a variety of sentences in text
- Demonstrate mastery of sentence-combining skills by editing prose

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- Series
- Dialogue
- Direct address
- Interjections
- Numbers
- Interruptions
- Appositives
- Adjectives
- Clauses, phrases
- Dates and addresses
- Two independent clauses
- Clarity and emphasis
- Introductory phrases, clauses
- Enclose information
- Enclose titles or initials
- Letter writing: greeting, closing
- Nonrestrictive phrases, clauses
- Parenthetical/contrasted elements

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

<ul style="list-style-type: none"> • Sentences in parentheses • Sentences following colons • Organizations • Titles of courses • Work-cited entries • Acronyms • Geographical names 	<ul style="list-style-type: none"> • Languages, races, nationalities, religions • Days of the week, months, holidays, and holy days • Periods, events in history; special events • Political parties • Official documents • Trade names • Official titles, state nicknames
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Backward Mapping: USAGE

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- accept (to agree or take what is offered)
- except (leaving out excluding)
- assistance (help)
- assistants (those who help)
- attendance (presence)
- attendants (escorts)
- ball (round object)
- bawl (cry)
- been (past participle of be)
- bin (box)
- bread (food)
- bred (cultivated)
- but (except)
- butt (end)
- cheap (inexpensive)
- cheep (bird call)
- chute (slide)
- shoot (discharge gun)
- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)

- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like
iron or gold)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored segment
of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder;
past of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)
- there (place)
- they're (they are)
- thrown (tossed)
- throne (king's seat)
- to (preposition)
- too (also)
- two (number)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)
- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition
or as a direct object)

LA-SL-02-05 - Written Response to Literature (Objective)

S - Supporting

The student will complete one writing in response to a piece of literature.

LA-SL-02-06- Transactional Writing (Objective)

S - Supporting

The student will complete several transactional writings each semester.

LA-SL-02-07 - Literary Analysis (Objective)

C - Critical--Assessment Reporting Required

The student will complete reading assessments over short stories, drama, poetry, and nonfiction texts while using the Writing Process and Step Up to Writing strategies to write expository, expressive, and response to literature essays.

Common Directions: Students, you will complete reading assignments over short stories, novels, drama poetry, and non-fiction tests while using the writing process and Step Up To Writing strategies to write expository, expressive, and response to literature essay.

Common Rubric: Critical Analysis rubric

LA-SL-03 SPEAKING AND LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.04 Use Strategies to Make Persuasive Presentations
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.07 Use Visual Aids or Technology in Presentations
- LA.11.03.08 Use Strategies to Contribute to Group Discussions
- LA.11.03.09 Listen and Respond to Listener Feedback

The students will write and deliver informative and persuasive speeches and will participate in group discussions.

LA-SL-03-01 - Oral Response to Literature (Objective)

S - Supporting

The student will present an oral response to literature.

LA-SL-03-02 - Group Discussion (Objective)

C - Critical--Assessment Reporting Required

The student will participate in group discussion based on assigned readings, independent readings, interpretation of novels, short stories, drama, poetry, and other areas assigned by the instructor.

Common Directions: Students, you will demonstrate knowledge of speaking and listening in an oral activity, including purpose, delivery etiquette and effective listening etiquette.

Common Rubric: Group Discussion rubric

Technology Project

Suggested 12th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA-SS-02-01, LA-CT-02-02	Research-based Non-fiction (Speech & Sr. Project)
LA-SS-02-08, LA-CT-02-03	Technical-based Writing (Speech & Sr. Project)
LA-SS-04-01, LA-CE-06-01	Using Technology
LA-CT-06-01	Communication Technology

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentations
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and search engines
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations and respond appropriately and archive the information

Integrating Technology to Meet Performance Standards:

- Meet rubric guidelines for appropriate/identified CRTs, as well as state and district guidelines

Evaluation:

- Technology rubric

11th Grade Vocabulary Terms
 Terms juniors should know prior to their junior year.
 Suggested use: Beginning–of-year pre-test for seniors

Alliteration		Repetition of consonant sound at beginning of word
Allusion	PAWS	Reference to well-known person, place, event, lit work, work of art
Analogy	PAWS	Comparison of 2 things; hot:cold: : fire:ice
Antagonist		Person or thing in conflict with main character (protagonist); AKA foil
Archetype	PAWS	Universal symbol, carrying similar meanings, includes characters, situations, symbols
Author's bias	PAWS	Author's pro or con stance re: subject
Characterization	PAWS	Character's personality through action, dialogue, thought
Chronological order		Listing by time, often earliest to latest
Climax	PAWS	Point at which you know how the story will end
Connotation		An implied meaning of a word; opposite of denotation
Credibility		Believable
Dash		Indicates abrupt change of thought
Diction		Word choice: formal, informal; plain, ornate; common
Elaboration		Explanation or extension of an idea, concept, information; provides deeper understanding
Exaggerated claim	PAWS	Usually advertising; if one buys this, this will happen
Excerpt		Piece of the whole
Explicit information	PAWS	Full and clearly stated; readily observed
Expressive writing		Eloquent, meaningful
External conflict		Struggle with something outside of character: man, society, nature, super-natural
Figurative language	PAWS	Not meant to be taken literally, ie metaphors, similes, personification, imagery symbols
Flashback	PAWS	Interrupts chronological order to relate event from earlier time
Foreshadowing	PAWS	Clues of events yet to happen
Humor		Implied discrepancy between what is said and what is meant
Hyperbole	PAWS	Deliberate exaggeration; I'm so hungry I could eat a horse
Imagery		Literary reference to 5 senses: sight, sound, touch, smell, taste
Implicit information	PAWS	Not readily observed; suggested
Internal conflict		Struggle with self; man vs man
Irony	PAWS	Contrast of what stated and what meant; what expected and what happens
Dramatic irony		When an audience perceives something that a character in the literature does not know
Situational irony		A discrepancy between the expected result and actual result
Verbal irony		When an author says one thing and means something else
Limited point of view		Narrator relates inner thoughts & feelings of only one character
Main idea	PAWS	Message author wants to convey
Metaphor	PAWS	Comparison of two unlike things using "is" ie Love is a rose
Modern Language Association		MLA; documentation for research format
Mood	PAWS	Atmosphere = feeling created by a wor
Mythology		Stories a particular culture believes to be true, use of gods & super-natural events
Narrative	PAWS	Story; fiction, nonfiction, poetry, drama
Narrator		Speaker who tells story; character (main or minor)
Naturalism		People are hapless victims based on heredity, social condition, and environment

11th Grade Vocabulary Terms
 Terms juniors should know prior to their junior year.
 Suggested use: Beginning–of-year pre-test for seniors

Omniscient point of view		All-knowing
onomatopoeia		Words imitate sound
overview		General idea
oxymoron		Putting two contradictory words together ie jumbo shrimp, good grief
Paradox		Reveals a kind of truth which at first seems contradictory
Personification	PAWS	Nonhuman subjects given human characteristics
Plot structure	PAWS	Cause/effect, comparison/contrast, problem/solution, chronological
Point of view	PAWS	Perspective from which a story is told: 1 st , 3 rd
Primary source	PAWS	Original document; autobiography
Protagonist		Main character, leading character; proto- = first
readability		Accessibility of piece of writing
Realism		Literature focusing on ordinary people in ordinary situations: real life
Regionalism		Writers present the speech, customs, beliefs, and history of a specific region of the country
Repetition	PAWS	Same thing over and over
Romanticism		Literary movement focusing on imagination, emotion, nature, individuality, fancy and
Secondary source	PAWS	Describes an event, person, place; biography = secondary
Semicolon		; connects 2 independent clauses
Setting		Time and place of story
Simile	PAWS	Direct comparison using <i>like</i> or <i>as</i> ; He eats like a pig
Stereotype	PAWS	One regarded as embodying a set image or type
Symbolism	PAWS	Anything standing for something else
Theme	PAWS	Central message
Thesis	PAWS	Main point of paper; equivalent of TS
Tone	PAWS	Writer's attitude toward subject, characters, audience
Voice	PAWS	Use of verbs; active & passive
Word processing		Using word processor program to type paper on computer
Standardized Test Words:		
Analyze		Break apart; study the pieces
Compare		Tell all the ways they're alike
Contrast		Tell all the ways they're different
Describe		Paint a picture with words; tell all about
Evaluate		Judge, tell in your own words
Explain		Tell how, put it in your own words
Formulate		Put together, create
Infer		Make a good guess; read between the lines
Predict		Make a guess; tell what will happen next
Summarize		Sum it up; give me the short version
Support		Give the facts, back up with details
Trace		Outline, list in steps

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12th

**English Required
LA-SL**

LANGUAGE ARTS

Reading: Respond to Literary Works
Curriculum Codes: LA-SL-01-01, LA-SS-01-01

Objective: The students will respond to literary works. Students will demonstrate independent reading to connect a variety of reading materials to their world.

Criteria	4	3	2	1
Quality Feedback	Student gives insightful responses either written or oral, when asked to react/respond to reading selections.	Student gives acceptable responses either written or oral, when asked to react/respond to reading selections.	Student gives some acceptable responses either written or oral, when asked to react/respond to reading selections.	Student gives few quality responses written or oral, when asked to react/respond to reading selections.
Variety	Approaches literature by relating it to the author’s background, context clues, and historical/social settings	Attempts a variety of approaches	Makes few attempts to approach literature except through a literal approach	Makes no attempt to understand literature except through a literal approach
Literature Levels	Understands literature on literal, interpretive, and application levels	Understands literature on literal and interpretive and some application levels	Understands on a literal and sometimes interpretive levels	Understands literature on a literal level only

Scoring Rubric for Reading Designated Pages

Name _____

Senior Literature/Senior Speech: LA-SL-01-02, LA-SS-01-01

Criteria	4	3	2	1
Quantity	Reports reading at or above the number of pages per semester required for a 4 1849+	Reports reading within the range of the number of pages per semester required for a 3 1533-1848	Reports reading within the range of the number of pages per semester required for a 2 1260-1532	Reports reading fewer than the number of pages per semester required for a 1 1259 or less

Accelerated Junior

Senior English

DSPA	Grade	3 weeks	6 weeks	9 weeks	12 weeks	15 weeks	18 weeks
4	A+	343-350	686-700	1029-1050	1372-1400	1715-1750	2058-2100
4	A	326-342	651-685	977-1028	1302-1371	1628-1714	1953-2057
4	A-	315-325	630-650	945-976	1260-1301	1575-1627	1890-1952
4	B+	308-314	616-629	924-944	1232-1259	1540-1574	1848-1889
3	B	291-307	581-615	872-923	1162-1231	1453-1539	1743-1874
3	B-	280-290	560-58/0	840-871	1120-1161	1400-1452	1680-1742
3	C+	273-279	546-559	819-839	1092-1119	1365-1399	1638-1679
3	C	256-272	511-545	767-818	1022-1091	1278-1364	1533-1638
2	C-	245-255	490-510	735-766	980-1021	1225-1277	1470-1532
2	D+	238-244	476-489	714-734	952-979	1190-1224	1428-1469
2	D	221-237	441-475	662-713	882-951	1103-1189	1323-1427
2	D-	210-220	420-440	630-661	640-881	1050-1102	1260-1322
1	F	209 & fewer	419 & fewer	629 & fewer	639 & fewer	1049 & fewer	1259 & fewer

Spreadsheet Sample for LA-SL-01-02

Joe Smith

Senior, 3rd Period

SENIOR: 1st Semester					
Title	Author	Date	# pages	Cumulative Total	Lexile
The Sun Also Rises	Ernest Hemingway	9-15-05	345	345	610
On the Road	Jack Kerouac	10-3-05	215	560	930
		6 week Total	560		
The Catcher in the Rye	JD Salinger	10-18-05	330	890	790
Huck Finn	Mark Twain	11-5-05	300	1190	990
		2nd 6 week Total	630		
Walden	Henry David Thoreau	12-05-05	237	1427	1340
Zen and the Art of Motorcycle Maintenance	Robert Pirsig	12-15-05	375	1820	1040
		3rd 6 week Total	612		
		1st semester Total	1802		
SENIOR: 2nd Semester					
Title	Author	Date	# pages	Cumulative Total	
The Kite Runner	Khaled Hosseini	1-24-06	371	371	840
A Lesson Before Dying	Ernest Gains	2-27-06	256	627	750
		6 week Total	627		
Invisible Man	Ralph Ellison	3-18-06	256	883	950
From Whom the Bell Tolls	Ernest Hemingway	4-4-06	315	1198	840
		2nd 6 week Total	571		
Night	Elie Wiesel	4-28-06	110	1308	590
Grapes of Wrath	John Steinbeck	5-28-06	423	1731	680
		3rd 6 week Total	533		
		2nd Semester Total	1731		

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	<p>Clear, focused and interesting:</p> <ul style="list-style-type: none"> * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience 	<p>Adequate and appropriate detail:</p> <ul style="list-style-type: none"> * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident 	<p>Basic or general development:</p> <ul style="list-style-type: none"> * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics 	<p>Lacks purpose or central idea:</p> <ul style="list-style-type: none"> * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important * repetitious, disconnect, random thoughts
Organization	<p>Enhances and showcases central idea and theme:</p> <ul style="list-style-type: none"> * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way 	<p>Strong structure which does not confuse the reader:</p> <ul style="list-style-type: none"> * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis 	<p>Some evidence of logical organization:</p> <ul style="list-style-type: none"> * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement 	<p>Lacks clear sense of direction:</p> <ul style="list-style-type: none"> * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	<p>Individual, compelling, and engaging with consistent use of 1st or 3rd person:</p> <ul style="list-style-type: none"> * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared 	<p>Sincere but not fully engaged with use of 1st or use of 3rd person:</p> <ul style="list-style-type: none"> * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places 	<p>Sporadically engaged with inconsistent use of person:</p> <ul style="list-style-type: none"> * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges 	<p>Uninvolved or distanced with no regard for correct use of person or uses 2nd person:</p> <ul style="list-style-type: none"> * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	<p>Effectively conveys intended message:</p> <ul style="list-style-type: none"> * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot 	<p>Adequately conveys intended message:</p> <ul style="list-style-type: none"> * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times 	<p>Generally conveys intended message:</p> <ul style="list-style-type: none"> * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases 	<p>Searching to convey message:</p> <ul style="list-style-type: none"> * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – Trait Analytical Scoring Guide – Page 2

TRAITS	4	3	2	1
Sentence Fluency	<p>Easy flow, rhythm and cadence</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invited expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * no ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interferes with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * double spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

12th Grade SUTW Rubric

LA-SS-02-02 and LA-SL-02-03

Components	4	3	2	1
Topic Sentences	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What's Happening #14). Student uses variety in sentence structure and effectively embeds transitions.	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What's Happening #14). Student uses some variety in sentence structure and often embeds transitions.	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What's Happening #14). Student attempts to use variety in sentence structure and sometimes embeds transitions.	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What's Happening #14). Student uses variety in sentence structure and effectively embeds transitions.
T- charts	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of T- chart, T-chart with transitions, T- chart with RDF, T- chart with explanation. Student can take the T-chart format and adapt it for various situations (i.e. Speech outlines).	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. Student can take the T-chart format and adapt it for some situations (i.e. Speech outlines).	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of T-chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. At times, the student can take the T-chart format and adapt it for various situations (i.e. Speech outlines).	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of T- chart, T-chart with transitions, T- chart with RDF, T- chart with explanation. Student cannot take the T-chart format and adapt it for various situations (i.e. Speech outlines).
Accordion Paragraph	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E's, and Concluding statement.	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E's, and Concluding statement.	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E's, and Concluding statement.	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E's, and Concluding statement.

Accordion Essay	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)
Pick and enrich your E's	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)
Introductions	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will understand and correctly apply two of the three <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will correctly apply one of the three <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.
Conclusions	The student will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of the claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of the: claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of two of the three: claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of one of the three: claim/thesis, essay map and call to action.
Transitions	Students uses complex transitions by connecting previous ideas with new ideas.	Students uses simple transitions (i.e. first, next, finally)	Students uses few simple transitions used.	Students does not use transitions

Speaking/Listening: Group Discussion Rubric – LA-SL-03-02

The student will participate in classroom discussion demonstrating active participation and listening skills.

Criteria	Scores			
	4	3	2	1
Participation	Student actively participates in discussion through either asking questions or responding to the questions and comments of others.	Student mostly participates in discussions.	Student participates somewhat in discussions.	Student does not participate in discussions.
Quality	Student contributes fresh, relevant ideas in a coherent manner.	Student attempts to contribute, but ideas poorly conveyed or unoriginal.	Student makes few contributions to discussion. Ideas irrelevant or difficult to follow.	Student contributes no fresh or relevant ideas.
Interpersonal skills	Student is polite and willing to listen to the ideas of others. Treats members of the group with respect and encourages a positive atmosphere.	Student is mostly polite and willing to listen to the ideas of others.	Student is somewhat polite and willing to listen to the idea of others.	Student is impolite and unwilling to listen to the ideas of others.
Presentation	Student speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student mostly speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student sometimes speaks with a loud, clear voice and maintains eye contact with other members of the group.	Student does not speak with a loud, clear voice or maintain eye contact with other members of the group.

Works Cited Page Rubric

Teacher Name _____

Student Name _____

Category	4	3	2	1
Title of Page	Works Cited title is centered at the top of the page.	Works Cited title is not centered or another title is used.	The page has no title.	Citations are put on the last page of the report.
Alphabetical Order of Citations	All sources are in alphabetical order by the first word of the source (excluding articles).	Most sources are in correct alphabetical order by the first word of the source (excluding articles).	Some sources are in correct alphabetical order by the first word of the source (excluding articles).	There does not appear to be an attempt to put sources in correct alphabetical order by the first word of the source (excluding articles).
Indentation of Lines	All of the sources begin at the left margin with following line indented five spaces.	Most of the sources begin at the left margin with following line indented five spaces.	Source indentation is reversed, with the first line indented and following lines at the left margin.	There is no indenting of any lines of the sources.
Completeness of Citations	All sources have all the required elements.	Most sources have all required elements.	Some sources have all the required elements.	None of the sources have all the required elements.
Order of Elements of the Citation	All of the sources have the required elements in proper order.	Most of the sources have the required elements in the proper order.	Some of the sources have the required elements in the proper order.	None of the sources have the required elements in the proper order.
Punctuation	All of the sources contain the proper punctuation.	Most of the sources contain the proper punctuation.	Some of the sources contain the proper punctuation.	None of the sources contain the proper punctuation.

Students will complete reading assessments over short stories, novels, drama, poetry, and non-fiction texts while using the Writing Process and Step Up to Writing strategies to write expository, expressive, and response to literature essays

	4	3	2	1
Ideas and Content	<ul style="list-style-type: none"> •Sources well-chosen for purpose •Appropriate number of sources •Introduction includes: blues, thesis, essay plan •Body paragraphs include: TS, RDFs, Es and CS -clear, focused, interesting: -shows rather than tells -relevant RDFs -accurate, believable details -fresh, original ideas •Conclusion includes: Tr, refocus on thesis, reaffirms key ideas, provides closure 	<ul style="list-style-type: none"> •Most sources support purpose •Sufficient sources included •Introduction: elements not fully developed •Body paragraphs: <ul style="list-style-type: none"> -TS lack clarity -incomplete Es -missing RDF ideas -predictable ideas •general CS •Conclusion: elements not fully developed 	<ul style="list-style-type: none"> •Some sources support purpose •More sources needed •Introduction: elements missing or not developed •Body paragraphs: <ul style="list-style-type: none"> -TS are general or missing -RDFs are general/vague -Es lack development/clarity -ideas copied from the source -CS is not clear •Conclusion: elements missing or not developed 	<ul style="list-style-type: none"> •Sources do not support purpose •Insufficient sources included •Introduction missing •Body paragraphs: <ul style="list-style-type: none"> -TS are not clearly evident -RDFs missing -Es do not connect paragraph -ideas have no clear focus -CS does not appear •Conclusion missing
Analysis of text	<ul style="list-style-type: none"> •The writer identifies and expounds upon the assigned elements: <ul style="list-style-type: none"> • Setting • Characterization • Point of View • Theme • Other •Specific examples and quotes are provided •The writer connects these examples to his or her claims. 	<ul style="list-style-type: none"> •The writer identifies and expounds upon the assigned elements, but more analysis needed. •Many examples and quotes provided, but more needed. •The writer makes some connections between the examples and his or her claims. 	<ul style="list-style-type: none"> •The writer identifies and expounds upon some of the assigned elements, but more analysis needed. •Some examples and quotes provided, but more needed. •The writer attempts to make some connections between the examples and his or her claims. 	<ul style="list-style-type: none"> •The writer fails to identify or expound upon the assigned elements; analysis is needed. •Examples and quotes are lacking, as are the writer's connections between the examples and his or her claims.
Voice	<ul style="list-style-type: none"> •Work is written from an objective, 3rd person point of view •No use of <i>I, me, my, mine, we, us, our, you, or your</i> (except in quotes) 	<ul style="list-style-type: none"> •Work is written mostly from an objective, 3rd person point of view •Minor usage of <i>I, me, my, mine, we, us, our, you, or your</i> 	<ul style="list-style-type: none"> •Work is written mostly from an objective, 3rd person point of view, but with regular slips into 1st or 2nd person. •Excessive usage of <i>I, me, my, mine, we, us, our, you, and your</i> 	<ul style="list-style-type: none"> •Work is written from a combination of 1st, 2nd, or 3rd person point of view •Little regard is given for adhering to 3rd person point of view
Word choice	<ul style="list-style-type: none"> •Lively verbs •No "to be" verbs used •No redundancy 	<ul style="list-style-type: none"> •Experimentation with lively, active verbs •Some usage of passive verbs (am, is, are, was, were, to be, etc.) •Some redundancy in verbs 	<ul style="list-style-type: none"> •Inadequate use of lively verbs •Excessive use of passive verbs (am, is, are, was, were, to be, etc.) •Many redundant verbs used 	<ul style="list-style-type: none"> •Dead verbs used throughout te text •No attempt at experimentation with lively verbs •Excessive redundancy of verbs

Students will complete reading assessments over short stories, novels, drama, poetry, and non-fiction texts while using the Writing Process and Step Up to Writing strategies to write expository, expressive, and response to literature essays

	4	3	2	1
Sentence fluency	<ul style="list-style-type: none"> •variety shown in: <ul style="list-style-type: none"> -length -structure (form of sentence) •transitions are adequate, subtle, and appropriate •diverse sentence beginnings: ABC rule applied •oral reading reveals fluency 	<ul style="list-style-type: none"> •variety lacking in <ul style="list-style-type: none"> -length -structure •transitions too obvious •pattern of sentence beginnings •oral reading is awkward 	<ul style="list-style-type: none"> •very little variety in: <ul style="list-style-type: none"> -length -structure •transitions appear at the beginning of sentences •redundant sentence beginnings •oral reading is difficult 	<ul style="list-style-type: none"> •no variety in: <ul style="list-style-type: none"> -length -structure •transitions not used •most sentences begin with the same words •oral reading is impossible
Conventions	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> •spelling generally correct even on difficult words •punctuation accurate and creative to guide the reader •thorough and consistent capitalization •literature titles placed in quotes, italicized, or underlined correctly •correct grammar and usage contribute to style and clarity •sound paragraphing reinforces organization •ready to publish 	<p>Reasonable control of conventions w/ minor editing:</p> <ul style="list-style-type: none"> •reasonable correct spelling; difficult words remain problematic •end punctuation usually correct •internal punctuation sometimes missing or incorrect (commas, apostrophes, semi-colons, dashes, colons, etc.) •most capitalization correct •most literature titles correct •grammar and usage problems do not distort meaning or interfere with reading •paragraphing attempted but may run together or begin in wrong places •requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> •occasionally correct spelling or phonetic on simple words but common words remain problematic •end punctuation sometimes correct •internal punctuation (commas, apostrophes, semicolons...) often missing or used incorrectly •some words capitalized correctly; more control over capitalization skills needed •some literature titles correctly placed in quotes, etc. •grammar or usage serious enough to distort meaning and slow the reader •paragraphing seldom attempted •not ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> •frequent spelling errors even in common words •missing or incorrect punctuation •random capitalization and only on easiest rules •literature titles incorrectly placed in quotes, etc. •frequent and noticeable grammar and usage problems affect meaning and interfere with reading •missing or inconsistent paragraphing in relation to text •not ready for publication
Presentation	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> •Times New Roman, 12 pt. font •1" margins: top, left, right, and bottom •evenly double spaced throughout •last name & page # ½ inch on top right corner •title: same font and size as body •correct heading info and format •no widows or orphans •paragraphs indented 	<p>2 errors in format guidelines</p>	<p>3-4 errors in format guidelines</p>	<p>5 or more errors in format guidelines</p>
Sources/MLA sources	<ul style="list-style-type: none"> •In-text citations carefully and accurately done •All references correctly included on works cited page in perfect form 	<ul style="list-style-type: none"> •Minor errors in <ul style="list-style-type: none"> •in-text citations •works cited page 	<ul style="list-style-type: none"> •Many errors in <ul style="list-style-type: none"> •in-text citations •works cited page 	<ul style="list-style-type: none"> •Missing from work: <ul style="list-style-type: none"> •in-text citations •works cited page

12th Grade
Required Speech
LA-SS
Language Arts

**2010-2011 DISTRICT STUDENT PERFORMANCE ASSESSMENT GUIDE LANGUAGE ARTS
SENIOR ENGLISH REQUIRED – SPEECH AND SENIOR PROJECT (LA-SS)**

Unit Number	DSPA KEY for ASSESSMENT	CRITICAL (C) CONTENT STANDARD/OBJECTIVE TITLE/CONTENT
1	LA-SS-01-01	READING: Respond to Literature **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
2	LA-SS-01-02	READING: Read Designated Pages **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
3	LA- SS-02-01	WRITING: Research-Based Nonfiction Writing **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
4	LA- SS-02-02	WRITING: Step Up to Writing Strategies **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
5	LA- SS-02-08	WRITING: Portfolio **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
6	LA- SS-03-01	SPEAKING/LISTENING: Formal Speech **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade
7	LA- SS-04-01	TECHNOLOGY: Use Technology for Senior Portfolio/Speech **Enter Adv, Pro, Bas, or Bel Bas Rubric Score into Powergrade

Daily Grades: Each teacher is encouraged to take some sort of daily grade in order to encourage daily participation in learning and skill development	
CCHS Requirement – Late Work Policy – no late work accepted after	
<u>1st Semester:</u>	<u>2nd Semester</u>
6 weeks – Oct 13 th /14 th	6 weeks - Mar 2 nd /3 rd
12 weeks – Nov 22 nd /23 rd	12 weeks - Apr 13 th /14 th
18 weeks – Jan 11 th /12 th	18 weeks - May 23 rd /24 th
Reading Due Dates – Late work policy deadlines apply to weeks 3, 12, and 18 – 350 pages due on the following dates:	
<u>1st Semester:</u>	<u>2nd Semester</u>
3 weeks – September 21 st /22 nd	3 weeks – Feb 8 th /9 th
6 weeks – Oct 13 th /14 th	6 weeks – Mar 2 nd /3 rd
9 weeks – Nov 3 rd /4 th	9 weeks – March 22 nd /23 rd
12 weeks – Nov 22 nd /23 rd	12 weeks – Apr 13 th /14 th
15 weeks –December 15 th /16 th	15 weeks –May 5 th /6 th
18 weeks – Jan 11 th /12 th	18 weeks – May 23 rd /24 th

Portfolio Due Dates	
Chunk 1-Semester 1	October 21
Chunk 2-Semester 1	December 7
Chunk 3-Semester 1	January 6
Chunk 1-Semester 2	March 1
Chunk 2-Semester 2	April 19
Chunk 3-Semester 2	May 13

Campbell County School District #1 Gillette, Wyoming

Language Arts - Senior English/Speech

This semester will focus on three areas: speech, senior project, and reading. During this semester, students will be instructed in all aspects of formal public speaking in order to gain insight into the skill of oral communication. Various speeches will be written, discussed, and performed in the course of the semester. Students will also complete their Senior Projects during this semester, including all reading, writing, journaling, or hands-on work necessary to bring the projects to completion. In addition, students must meet all CCHS Language Arts reading requirements for the semester by reading and reporting on a variety of materials. Students will read 2100 pages each semester out of class.

CCHS - Prentice-Hall Senior-level resources

WJSH - Timeless Voices, Timeless Themes - British Tradition, Prentice-Hall

LA-SS-01 READING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.08 Use Strategies to Contribute to Group Discussions
- LA.11.03.09 Listen and Respond to Listener Feedback

The student will complete reading assessments over short stories, novels, dramas, and nonfiction texts written by authors of World Literature. He/she will answer questions of fact, interpretation, evaluation, and application.

LA-SS-01-01 - Respond to Literary Works (Objective)

C - Critical--Assessment Reporting Required

The student will demonstrate well-developed reading skills by practicing the following behaviors:

- Framing pre-reading questions for assigned reading.
- Linking material read to author's background and the time during which the work was developed.

- Utilizing context clues to enhance vocabulary acquisition and reading comprehension.
- Approaching literature at literal, interpretive, and applied levels.
- Experiencing a wide variety of reading including novels, short stories, poetry, nonfiction, and technical materials.

Common Directions: Students, you will respond to independent reading by use of written or oral response

Common Rubric: Respond to Literary Works rubric

LA-SS-01-02 - Read Designated Pages (Objective)

C - Critical - Assessment Reporting Required

The students will demonstrate independent reading. Each student may produce a spreadsheet containing:

<ul style="list-style-type: none"> • MLA header - name, instructor, class, date • Title • Author • Number of pages 	<ul style="list-style-type: none"> • Lexile score • may include other information for individual teacher
--	--

The instructor may choose another method for mapping student progress with reading.

Common Directions: Students, you will read and respond to a designated number of pages of independent reading by the end of the semester and track this reading through an Excel spreadsheet or other teacher-approved method.

Common Rubric: Reading Designated Pages rubric

LA-SS-02 WRITING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.02 Demonstrate Understanding of Literary Texts
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.04 Use Strategies to Make Persuasive Presentations
- LA.11.03.07 Use Visual Aids or Technology in Presentations

The student will use the writing process and Step Up to Writing strategies and will demonstrate correct grammar and usage while writing: narrative essays, timed writings, expository paragraphs and essays, research-based nonfiction, expressive writings, responses to literature, and technical-based texts.

LA-SS-02-01 - Research-Based Nonfiction or Technical Writing (Objective)

C - Critical--Assessment Reporting Required

The student will write a research-based piece of nonfiction or technical writing.

Common Directions: Students, you will determine in writing the relevance and importance of functional and expository texts while applying information for a given tasks using major points, supporting details, understanding of organization and purpose.

Common Rubric: 7 Trait Analytical Scoring Guide

LA-SS-02-02 - Step Up to Writing Strategies (Objective)

C - Critical--Assessment Reporting Required

The student will use appropriate Step Up to Writing strategies while engaged in writing.

Step Up to Writing - 12th-Grade Strategies

- T-charts
- T-charts with transitions
- T-charts with RDF
- T-charts with explanation
- Accordion paragraph
- Accordion paragraph to accordion essay
 - appropriate length
 - introductions and conclusions
 - citing sources – works cited, in-text citations, use tools without direct monitoring
 - vary transitions
 - show control and mastery of diverse transitional devices
 - pick and enrich your E's
 - use E's from sources: literature, research
 - use the “e” of explanation (citing sources)
- Master topic sentence
 - Semicolon #10
 - Two Nouns and Two Commas #11
 - Using a Quotation #12
 - Compare/Contrast #13
 - Where or When + What's Happening #14

NOTE: See pages 376-380 in the booklet for more SUTW topic sentence information.

Common Directions: Students, you will demonstrate knowledge of correct and effective writing skills using Step Up To Writing Strategies.

Common Rubric: 12th Grade SUTW rubric

LA-SS-02-04 - Grammar and Usage (Objective)

T - Teach

The students will use the writing process and demonstrate correct grammar and usage while writing.

Backward Mapping: SENTENCE STRUCTURE

Students will demonstrate knowledge of correct and effective sentence structure by composing and evaluating writing.

- Demonstrate competency in the use of sentence fluency
- Combine sentences in a variety of ways

- Write a variety of sentences in text
- Demonstrate mastery of sentence-combining skills by editing prose

Backward Mapping: COMMAS

Students will demonstrate mastery in the correct and effective use of commas in the following through individual writing, proofreading practice, and in the seven-trait conventions rubric:

- | | |
|--------------------|-------------------------------------|
| • Series | • Dates and addresses |
| • Dialogue | • Two independent clauses |
| • Direct address | • Clarity and emphasis |
| • Interjections | • Introductory phrases, clauses |
| • Numbers | • Enclose information |
| • Interruptions | • Enclose titles or initials |
| • Appositives | • Letter writing: greeting, closing |
| • Adjectives | • Nonrestrictive phrases, clauses |
| • Clauses, phrases | • Parenthetical/contrasted elements |

Backward Mapping: CAPITALIZATION

Students will demonstrate a knowledge of correct and effective capitalization skills appropriate to grade level. The following rules on capitalization should be practiced and emphasized at all secondary levels. Skills are progressive and logically sequenced through the grades to ensure mastery of a variety of capitalization competencies.

<ul style="list-style-type: none"> • Sentences in parentheses • Sentences following colons • Organizations • Titles of courses • Work-cited entries • Acronyms • Geographical names 	<ul style="list-style-type: none"> • Languages, races, nationalities, religions • Days of the week, months, holidays, and holy days • Periods, events in history; special events • Political parties • Official documents • Trade names • Official titles, state nicknames
--	---

Backward Mapping: USAGE

Students will demonstrate mastery in using the right word (homonyms/near misses/commonly confused/misused words) through contextual meaning. Proficiency will be determined by teacher observation in the classroom.

- | | |
|--|--|
| <ul style="list-style-type: none"> •accept (to agree or take what is offered) •except (leaving out or excluding) •assistance (help) •assistants (those who help) •attendance (presence) •attendants (escorts) •ball (round object) •bawl (cry) | <ul style="list-style-type: none"> •been (past participle of be) •bin (box) •bread (food) •bred (cultivated) •but (except) •butt (end) •cheap (inexpensive) •cheep (bird call) •chute (slide) •shoot (discharge gun) |
|--|--|

- coarse (rough)
- course (path; school subject)
- complement (complete set)
- compliment (praise)
- council (legislative body)
- counsel (advise)
- crews (groups of workers)
- cruise (sail)
- dual (two)
- duel (formal combat)
- fare (cost of transportation)
- fair (honest; bazaar)
- feat (accomplishment)
- feet (plural of foot)
- fewer (number of separate units)
- less (bulk quantity)
- flea (insect)
- flee (run away)
- flew (did fly)
- flu (influenza)
- grate (grind)
- great (large)
- idle (lazy)
- idol (god)
- instance (example)
- instants (short periods of time)
- loan (something borrowed)
- lone (single)
- lose (to misplace or fail to win)
- loose (free or untied)
- manner (style)
- manor (estate)
- mantle (cloak)
- mantel (over fireplace)
- medal (award)
- metal (an element like iron or gold)
- might (may; strength)
- mite (insect)
- miner (coal digger)
- minor (juvenile)
- missed (failed to attain)
- mist (fog)
- naval (nautical)
- navel (depression in stomach)
- pain (discomfort)
- pane (window glass)
- patience (composure)
- patients (sick persons)
- peal (ring)
- peel (pare)
- pedal (ride a bike)
- petal (colored segment of a flower)
- peddle (sell)
- profit (benefit)
- prophet (seer)
- quiet (opposite of noisy)
- quit (to stop)
- quite (completely or entirely)
- reign (royal authority)
- rein (harness)
- rap (hit)
- wrap (cover)
- read (peruse)
- reed (plant)
- ring (circular band)
- wring (squeeze)
- role (character)
- roll (turn over; bread)
- rung (step on a ladder; part of ring)
- wrung (squeezed)
- shear (cut)
- sheer (transparent)
- shone (beamed)
- shown (exhibited)
- side (flank)
- sighed (audible breath)
- slay (kill)
- sleigh (sled)
- soar (fly)
- sore (painful)
- sole (only)
- soul (spirit)
- stake (post)
- steak (meat)
- stationary (fixed)
- stationery (paper)
- suite (connected rooms)
- sweet (sugary)
- their (ownership)

- there (place)
- they're (they are)
- thrown (tossed)
- throne (king's seat)
- to (preposition)
- too (also)
- two (number)
- toe (digit on foot)
- tow (pull)
- vein (blood vessel)
- vain (conceited)

- very (absolutely)
- vary (change)
- waist (middle)
- waste (trash)
- whine (complaining sound)
- wine (drink)
- who (subject in a sentence)
- whom (object of a preposition or as a direct object)

LA-SS-02-05 - Narrative or Application Essay (Objective)

S - Supporting

The student will write a narrative or application essay. A self-recommendation will also work.

LA-SS-02-06 - Written Response to Literature (Objective)

S - Supporting

The student will complete one writing in response to a piece of literature. This may include a self-reflection. The life lesson book response will also work.

LA-SS-02-07 - Transactional Writing (Objective)

S - Supporting

The student will complete several transactional writings each semester.

LA-SS-02-08 - Portfolio (Objective)

C - Critical - Assessment Reporting Required

The students will complete a senior portfolio as per requirements found at the end of the Performance Assessment Guide.

Common Directions: Students, you will research, read, write, plan, and organize a long-term cumulative project through the use of technical writing.

Common Rubric: Senior Project Portfolio rubric / Technical-based writing rubric

LA-SS-03 SPEAKING AND LISTENING (Content Standard)

State Standard and Benchmark Correlation:

- LA.11.01.01 Apply Comprehension Strategies in Reading
- LA.11.01.03 Demonstrate Understanding of Informational Texts
- LA.11.02.01 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA.11.02.02 Use Appropriate Strategies to Write Various Pieces
- LA.11.03.01 Speak for Variety of Purposes
- LA.11.03.02 Use Others'/Own Works for Effective Speaking
- LA.11.03.03 Use Strategies to Organize Formal Presentations
- LA.11.03.04 Use Strategies to Make Persuasive Presentations
- LA.11.03.05 Present Oral Interpretations of Literature
- LA.11.03.06 Use Effective Delivery Skills
- LA.11.03.07 Use Visual Aids or Technology in Presentations

LA.11.03.08 Use Strategies to Contribute to Group Discussions

LA.11.03.09 Listen and Respond to Listener Feedback

The students will write and deliver informative and persuasive speeches and will participate in group discussions.

LA-SS-03-01 - Formal Speech (Objective)

C - Critical--Assessment Reporting Required

The student will present a variety of speeches during the semester. Suggested BOE assessment activities:

- Listening to Words of Wisdom
- Say it Again, Sam
- Microtalks
- Detective Research
- The Weight of Words
- The Beat Goes On

Common Directions: Students, you will demonstrate knowledge of speaking and listening in presentation of an oral activity, including purpose, delivery techniques, technology application, and effective listening skills.

Common Rubric: Formal Speech rubric / Informative Speech rubric

LA-SS-04 TECHNOLOGY (Content Standard)

State Standard and Benchmark Correlations:

LA-11-01-01 Apply Comprehension Strategies in Reading

LA-11-01-02 Demonstrate Understanding of Literary Texts

LA-11-01-03 Demonstrate Understanding of Informational Texts

LA-11-02-01 Apply Writing Skills to Plan/Draft/Revise/Publish

LA-11-02-02 Use Appropriate Strategies to Write Various Pieces

LA-11-03-01 Speak for Variety of Purposes

LA-11-03-03 Use Strategies to Organize Formal Presentations

LA-11-03-04 Use Strategies to Make Persuasive Presentations

LA-11-03-06 Use Effective Delivery Skills

LA-11-03-07 Use Visual Aids or Technology in Presentations

LA-11-03-09 Listen and Respond to Listener Feedback

LA-SS-04-01 Using Technology for Senior Project (Objective)

C - Critical--Assessment Reporting Required

Students will utilize technology as a tool for gathering, discovering, and demonstrating learning and quality in all language arts areas to be showcased in the senior English projects. (See Technology Project following the Curriculum Guide)

Common Directions: Students, you will demonstrate knowledge of speaking and listening in presentation of an oral activity, including purpose, delivery techniques, technology application, and effective listening skills.

Common Rubric: _____

Portfolio Checklist

---NO LATE WORK WILL BE ACCEPTED---

Your portfolio does include these entries:

- _____ Cover
- _____ Title page (name, city/state, date)
- _____ Table of contents (all key entries identified specifically)
- _____ Resume (personal, education, work experience, activities/interests/honors) – p 2
- _____ Transcript
- _____ Two-year plan (June 2008-2010) – p 3
- _____ Career goal (career identified and skills/abilities/responsibilities included) – p 4
- _____ Self-recommendation letter (format, content, completeness) – p 5
- _____ Letters of recommendation 1 2 3 –p 6
- _____ Application essay (prompt identified and written response) – p 7
- _____ Samples of school work: (three, must include evaluation information) – p 8
- _____ Auto-Bio Poem – p 9
- _____ Commendation letter – p 10
- _____ Artifact #1 – p 11
- _____ Artifact #2
- _____ Artifact #3
- _____ meets C grade requirements _____
- _____ Artifact #4
- _____ Artifact #5
- _____ Artifact #6
- _____ Metacognitions (explained AND one for each artifact
- _____ meets A or B grade requirements _____

General Guidelines:

- Entries are typed
- Page protectors are used to hold the entries; page numbers are on protectors
- Quality work: accuracy, neatness, clarity of information
- Entries are placed in a 3-ring binder with plastic sleeve for cover

Chunk #1 _____ (p 15)

- Self-recommendation
- Resume
- Two-year plan
- Career goal
- Letter request for recommendation
- Three letters of recommendation

Chunk #3

Chunk #2 _____ (p 16)

- Notebook
- Page protectors
- Transcript
- Auto-bio poem
- Three samples of school work
- Artifacts and metacognition
- Commendation letter

Technology Project

Suggested 12th Grade LA Technology Project

Subject: Research-based Nonfiction Writing

CCSD Language Arts Objectives:

LA-SS-02-01, LA-CT-02-02	Research-based Non-fiction (Speech & Sr. Project)
LA-CT-02-01, LA-CT-02-03	Technical-based Writing (Speech & Sr. Project)
LA-CE-06-01, LA-SS-04-01	Using Technology
LA-CT-06-01	Communication Technology

State Standard and Benchmark Correlation:

LA-11-01-01	Apply comprehension strategies in reading
LA-11-01-02	Demonstrate understanding of literary texts
LA-11-01-03	Demonstrate understanding of informational texts
LA-11-02-01	Apply writing skills to plan/draft/revise/publish
LA-11-02-02	Use appropriate strategies to write various pieces
LA-11-03-01	Speak for a variety of purposes
LA-11-03-03	Use strategies to organize formal presentations
LA-11-03-06	Use effective delivery skills
LA-11-03-07	Use visual aids or technology in presentations
LA-11-03-09	Listen and respond to listener feedback

Researching Information:

- Use research skills in both the library and search engines
- Use appropriate vocabulary for searching
- Use a variety of sources and points of view
- Evaluate source credibility

Managing information:

- Build appropriate works cited page
- Organize materials from diverse sources and types of sources
- Use a graphic organizer to diversify and expand organization of material

Presenting/Communicating Information:

- Present learning through multi-media channels
- Share information and thoughtful analysis via presentation
- Save/share information and assignment
- Actively listen to presentations and respond appropriately and archive the information

Integrating Technology to Meet Performance Standards:

- Meet rubric guidelines for appropriate/identified CRTs, as well as state and district guidelines

Evaluation:

- Technology rubric

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12th

**English Required
LA-SS**

LANGUAGE ARTS

Reading: Respond to Literary Works
Curriculum Codes: LA-SL-01-01, LA-SS-01-01

Objective: The students will respond to literary works. Students will demonstrate independent reading and connect a variety of reading materials to their world.

Criteria	4	3	2	1
Quality Feedback	Student gives insightful responses either written or oral, when asked to react/respond to reading selections.	Student gives acceptable responses either written or oral, when asked to react/respond to reading selections.	Student gives some acceptable responses either written or oral, when asked to react/respond to reading selections.	Student gives few quality responses written or oral, when asked to react/respond to reading selections.
Variety	Approaches literature by relating it to the author’s background, context clues, and historical/social settings	Attempts a variety of approaches	Makes few attempts to approach literature except through a literal approach	Makes no attempt to understand literature except through a literal approach
Literature Levels	Understand literature on literal, interpretive, and application levels	Understands literature on literal and interpretive and some application levels	Understands on a literal and sometimes interpretive levels	Understands literature on a literal level only

Scoring Rubric For Reading Designated Pages

Name _____

LA-SS-01-02 and LA-SL-01-02, LA-H2-01-02

Criteria	4	3	2	1
Quantity	Reports reading at or above the number of pages per semester required for a 4 1849+	Reports reading within the range of the number of pages per semester required for a 3 1533-1848	Reports reading within the range of the number of pages per semester required for a 2 1260-1532	Reports reading fewer than the number of pages per semester required for a 1 1259 or less

Accelerated Junior

Senior English

DSPA	Grade	3 weeks	6 weeks	9 weeks	12 weeks	15 weeks	18 weeks
4	A+	343-350	686-700	1029-1050	1372-1400	1715-1750	2058-2100
4	A	326-342	651-685	977-1028	1302-1371	1628-1714	1953-2057
4	A-	315-325	630-650	945-976	1260-1301	1575-1627	1890-1952
4	B+	308-314	616-629	924-944	1232-1259	1540-1574	1848-1889
3	B	291-307	581-615	872-923	1162-1231	1453-1539	1743-1874
3	B-	280-290	560-58/0	840-871	1120-1161	1400-1452	1680-1742
3	C+	273-279	546-559	819-839	1092-1119	1365-1399	1638-1679
3	C	256-272	511-545	767-818	1022-1091	1278-1364	1533-1638
2	C-	245-255	490-510	735-766	980-1021	1225-1277	1470-1532
2	D+	238-244	476-489	714-734	952-979	1190-1224	1428-1469
2	D	221-237	441-475	662-713	882-951	1103-1189	1323-1427
2	D-	210-220	420-440	630-661	640-881	1050-1102	1260-1322
1	F	209 & fewer	419 & fewer	629 & fewer	639 & fewer	1049 & fewer	1259 & fewer

Grade 12: LA-SL-02-01, LA-SL-02-02, LA-SL-02-03, LA-SS-02-01, LA-SS-02-02 Rubric to be used to score various writing assignments

7 – TRAIT ANALYTICAL SCORING GUIDE

TRAITS	4	3	2	1
Ideas and Content	Clear, focused and interesting: * holds reader’s attention by showing not telling * intriguing or highly interesting examples, evidence, and explanations bring the prompt to life * fully develops prompt * fresh, original ideas * writes from knowledge and/or experience	Adequate and appropriate detail: * tells more than shows * all information relates to the topic/thesis statement * examples and explanations help reader understand the topic/thesis * clearly addresses the prompt * knowledge and/or experience evident	Basic or general development: * information repeated or wanders from the topic/thesis * lacks focus * few examples and/or very little explanation * accurate, but prompt not developed * reasonably clear but more information needed * lacks specifics	Lacks purpose or central idea: * not enough information or information unclear * examples inaccurate, confusing, or omitted * off prompt or no clear connection to prompt * length inadequate * difficulty determining what’s important * repetitious, disconnect, random thoughts
Organization	Enhances and showcases central idea and theme: * relevant title * strong topic sentence/thesis statement addresses the prompt/topic in a compelling and highly interesting way * fully developed introduction * reasons, details, facts strongly support topic * varied or subtle transitions sound natural, enhance the flow of the paper * effective examples, evidence, elaboration used * strong conclusion revisits topic/thesis in an interesting way	Strong structure which does not confuse the reader: * title present and appropriate * topic sentence/thesis statement addresses prompt or topic and includes key words from the prompt * recognizable introduction * reasons, details, facts are clear * transitions used fit the paragraph’s purpose * good examples and/or explanations * solid conclusion restates topic/thesis	Some evidence of logical organization: * title uninspired * attempts a topic sentence or thesis statement * attempts introduction * reasons, details, facts don’t support topic, are confusing * use of ordinary transitions or transitions not used effectively * few/weak examples and/or explanations * weak conclusion mostly repeats the topic/thesis statement	Lacks clear sense of direction: * title not present or inappropriate * topic sentence/thesis statement is absent or unclear * no recognizable introduction * reasons, details, facts are unclear or not related * no transitions or transitions not used correctly * no examples and/or explanations * no/inappropriate conclusion
Voice	Individual, compelling, and engaging with consistent use of 1 st or 3 rd person: * sense the person behind the words * risk taking evident * tone and flavor of piece fit prompt, purpose, and audience * reflects strong commitment * piece screams to be shared	Sincere but not fully engaged with use of 1 st or use of 3 rd person: * pleasant, personable but not compelling * occasionally surprises and/or delights * weighs ideas carefully * aware of audience * point of view emerges strongly in some places	Sporadically engaged with inconsistent use of person: * lacks enthusiasm * few surprises * contains vague generalities * does not engage audience * point of view sometimes emerges	Uninvolved or distanced with no regard for correct use of person or uses 2 nd person: * monotone * humdrum and risk free * not concerned with audience * lifeless or mechanical * overly technical or jargonistic * no point of view – zip, zero, zilch, nada
Word Choice	Effectively conveys intended message: * precise and interesting words * creates pictures which linger in the mind * natural language * lively verbs * precise nouns and modifiers * the right word or phrase in the right spot	Adequately conveys intended message: * adequate and correct words * sometimes captures imagination * attempts at colorful language * verbs, nouns, and modifiers often refined * words and phrases sparkle at times	Generally conveys intended message: * lacks flair and originality * communicates but rarely captures imagination * thesaurus overload * verbs, nouns, and modifiers occasionally refined * functional words and phrases	Searching to convey message: * vague, limited languages * words rarely capture imagination * incorrect use of words * jargon, clichés, and redundancies * words just do not fit

7 – Trait Analytical Scoring Guide – Page 2

<p>Sentence Fluency</p>	<p>Easy flow, rhythm and cadence</p> <ul style="list-style-type: none"> * enhances meaning * varied length * variety of sentence structure (simple, compound, complex) * diverse sentence beginnings * creative and appropriate conjunctions * invited expressive oral reading 	<p>More pleasant or businesslike than musical:</p> <ul style="list-style-type: none"> * clear in a routine fashion * generally correct construction * variety in sentence beginnings * conjunctions show how sentences interrelate * most of text invites oral reading 	<p>More mechanical than fluid:</p> <ul style="list-style-type: none"> * phrasing not natural * sentence constructed correctly but do not hang together * little variety in sentence beginnings * conjunctions used ineffectively * parts of text invite oral reading 	<p>Awkward and rambling:</p> <ul style="list-style-type: none"> * incomplete and rambling * no sentence sense * monotonous sentence beginnings * endless or complete lack of conjunctions * does not invite oral reading
<p>Conventions</p>	<p>Clear control of conventions with minor editing:</p> <ul style="list-style-type: none"> * spelling generally correct even on difficult words * punctuation accurate and creative to guide the reader * thorough and consistent capitalization * correct grammar and usage contribute to style and clarity * sound paragraphing reinforces organization * may manipulate conventions for stylistic effect * ready to publish 	<p>Reasonable control of conventions with minor editing:</p> <ul style="list-style-type: none"> * reasonable correct spelling; difficult words remain problematic * end punctuation usually correct * internal punctuation sometimes missing or wrong (commas, apostrophes, semi-colons, dashes, colons, parentheses) * most capitalization correct * grammar and usage problems do not distort meaning or interfere with reading * paragraphing attempted but may run together or being in wrong places * requires polishing for publication 	<p>Some control of conventions with significant editing:</p> <ul style="list-style-type: none"> * occasionally correct spelling or phonetic on simple words but common words remain problematic * end punctuation sometimes correct * internal punctuation (commas, apostrophes, semicolons) often missing/wrong * some words capitalized correctly; control over capitalization skills spotty * grammar or usage serious enough to distort meaning and slow the reader * paragraphing seldom attempted * paragraphing, when done, runs together or begins in wrong places * no ready for publication 	<p>Little or no control of conventions with extensive editing:</p> <ul style="list-style-type: none"> * frequent spelling errors even in common words * missing or incorrect punctuation * random capitalization and only on easiest rules * frequent and noticeable grammar and usage problems affect meaning and interferes with reading * missing or inconsistent paragraphing in relation to text * not ready for publication
<p>Presentation</p>	<p>Form and presentation enhance readability:</p> <ul style="list-style-type: none"> * standard, easily readable font and size (e.g., Times New Roman, 12 pt.) * 1” margins * double spaced * paragraphs indented ½” * title same font and size as body * student # in header on right (½” from top) 	<p>Effective form and presentation:</p> <ul style="list-style-type: none"> * legible and neat * final draft quality with room for improvement * consistent use of font and size * block form * double spaced * appropriate, non-standard font and/or size * quadruple space between paragraphs * margins less/more than 1” * justified margins 	<p>Understandable form and presentation:</p> <ul style="list-style-type: none"> * legible but careless * working draft in progress * experimentation with fonts and sizes * inconsistent use of paragraphing and/or margins * font other than standard (bold, cursive, italicized, etc.) * experimentation with font and/or size * single spaced * block form (no indentation of paragraphs) * no header 	<p>Garbled form and presentation:</p> <ul style="list-style-type: none"> * illegible and messy * rough draft * wild with multiple fonts and sizes * disregard for form or margins * handwritten

12th Grade SUTW Rubric

LA-SS-02-02 and LA-SL-02-03

Components	4	3	2	1
Topic Sentences	The student will understand and correctly apply <i>Step Up to Writing</i> Strategies and will demonstrate mastery of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What’s Happening #14). Student uses variety in sentence structure and effectively embeds transitions.	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What’s Happening #14). Student uses some variety in sentence structure and often embeds transitions.	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What’s Happening #14). Student attempts to use variety in sentence structure and sometimes embeds transitions.	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of the five SUTW topic sentences. (Semicolon #10, Two Nouns and Two Commas #11, Using a Quotation #12, Compare/Contrast Words #13, Where or When + What’s Happening #14). Student uses variety in sentence structure and effectively embeds transitions.
T- charts	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. Student can take the T- chart format and adapt it for various situations (i.e. Speech outlines).	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. Student can take the T-chart format and adapt it for some situations (i.e. Speech outlines).	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. At times, the student can take the T-chart format and adapt it for various situations (i.e. Speech outlines).	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of T- chart, T- chart with transitions, T- chart with RDF, T- chart with explanation. Student cannot take the T-chart format and adapt it for various situations (i.e. Speech outlines).
Accordion Paragraph	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E’s, and Concluding statement.	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E’s, and Concluding statement.	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E’s, and Concluding statement.	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph with topic sentence (patterns 10, 11, 12, 13, & 14), RDF, E’s, and Concluding statement.

Accordion Essay	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of accordion paragraph to accordion essay (appropriate length, pick and enrich your E's, citing sources- works cited and in- text citations; internet sources, more sophisticated transitions, introductions and conclusions)
Pick and enrich your E's	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will understand and apply <i>Step Up to Writing</i> strategies and will demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student will show some understanding and application of <i>Step Up to Writing</i> strategies and attempt to demonstrate understanding of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)	The student may attempt <i>Step Up to Writing</i> strategies but will show little or no mastery of Pick and enrich your E's (using E's from sources- literature, research; use the "e" of explanation- citing sources)
Introductions	The student will understand and correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will correctly apply <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will understand and correctly apply two of the three <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.	The student will correctly apply one of the three <i>Step Up to Writing</i> strategies and will demonstrate mastery of the blues, claim/thesis, and essay map.
Conclusions	The student will understand and correctly apply Step Up to Writing strategies and will demonstrate mastery of the claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of the: claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of two of the three: claim/thesis, essay map and call to action.	The student will correctly apply Step Up to Writing strategies and will demonstrate mastery of one of the three: claim/thesis, essay map and call to action.
Transitions	Student uses complex transitions by connecting previous ideas with new ideas.	Student uses simple transitions (i.e. first, next, finally)	Student uses few simple transitions used.	Student does not use transitions

Revised May 2010

Writing: Technical-Based Writing – LA-SS-02-08**The student will complete one piece of technical writing.**

	4	3	2	1
Ideas & Content	Subject is appropriate to audience. Purpose of the communication is clear. Appropriate details are included. Unfamiliar terms are defined. Supporting technical information is accurate and complete.	Some of the information is appropriate for the audience, but may be too complex or simple for the intended audience. Purpose of communication is somewhat clear. Some appropriate details, but more explanation or technical details needed.	Very little of the information is appropriate. Purpose of the communication is somewhat clear. A few appropriate details are included but much more explanation or technical information is needed	No evidence that audience has been considered. Purpose of communication is not clear. Few important details are included. Unfamiliar terms not defined. Supporting info is complete.
Organization	Introduction clearly sets purpose and importance of the piece to the audience. Information is presented in the most effective order for its purpose. All necessary explanations and cautions are placed where needed. Conclusions and/or recommendations are complete. Transitions and/or arrangements of details enhance understanding.	Information is there but not arranged in the most effective manner. Introduction is missing or incomplete. Information is sometimes in order but not always. Transitions are used some of the time but not always.	Order of information is haphazard and incomplete. Introduction and conclusion may be present but are not cohesive with the rest of the piece. Few effective transitions are used.	Introduction is incomplete or missing. Information is in no particular order and hard to follow. Conclusions, recommendations and transitions are ineffective or missing.
Layout, Design, & Visuals	Piece is formatted according to protocol for the specific purpose. It is easy to read and understand. Important concepts are arranged for easy access and understanding. Verbal and visual information are balanced.	Piece is formatted according to protocol for the most part, but is not as easy to read and understand as it could be. The most important concepts are there but not always easy to distinguish from the less important concepts.	Some parts of the piece are formatted according to protocol. Some important concepts exist but few layout and design elements that enhance the meaning.	Piece does not follow accepted guidelines for the specific purpose. There is no attempt to lay out the design for easy access to information. There are no visual aids.
Word Choice	Technical vocabulary is defined for specific audience. Details are explained in terms appropriate to the audience. Sentences are short and specific and follow parallel structure for each point and throughout the piece.	Vocabulary is usually appropriate for the specific audience but some is too technical or too simple for the intended audience. Sentences flow smoothly for the most part but are sometimes not parallel structure.	Vocabulary is sometimes appropriate for the specific audience. Some sentences flow smoothly for the most part. Few sentences follow parallel structure.	Vocabulary and sentence structure are not appropriate for the intended audience.
Conventions	Paper is virtually error free in the areas of grammar, punctuation, spelling and paragraphing.	Some errors in conventions but for the most part they do not interfere with understanding of the piece.	Several errors in conventions which often interfere with understanding of the piece.	Errors are sever and numerous; they interfere with the effectiveness and clarity of the piece.

Speaking/Listening – Formal Speech Rubric: LA-SS-03-01

The student will present a formal speech

Criteria	4	3	2	1
Content: Introduction	<ul style="list-style-type: none"> * hook gains audience’s attention quickly * appeals to the audience 	<ul style="list-style-type: none"> * has a hook but fails to grab audience’s attention * has some appeal to the audience * has a plan but at times it becomes unclear 	<ul style="list-style-type: none"> * begins without audience involvement/awareness * sketchy appeal to audience * unclear plan of organization* 	<ul style="list-style-type: none"> * no hook planned or given * no effort to interest listeners * no plan presented to listeners
Body:	<ul style="list-style-type: none"> * main points develops * uses sources well * information is clear & specific * transitions used * outline clearly planned 	<ul style="list-style-type: none"> * some main points are developed * source use is evident * information is clear at times, but at times gets lost * transitions used only part of the time 	<ul style="list-style-type: none"> * main points lack development * limited use of sources * information lacks some clarity * transitions are not clear * outlines needs improvement 	<ul style="list-style-type: none"> * no development of points * no sources utilized * information is unclear * no transitions used * outline not developed
Conclusion:	<ul style="list-style-type: none"> * restates specifics * connects with introduction * closes with quality 	<ul style="list-style-type: none"> * includes some specifics * weak connection with introduction * closure needs development 	<ul style="list-style-type: none"> * no specifics * no connection with introduction * speech ends without closure 	<ul style="list-style-type: none"> * no conclusion given
Presentation:	<ul style="list-style-type: none"> * consistent eye contact * consistent gestures * positive rapport with audience * presents with poise * excellent use of notes * fluent verbal delivery 	<ul style="list-style-type: none"> * some attempts at eye contact are made * some attempts at gestures * maintains some rapport with audience * fluent at various times 	<ul style="list-style-type: none"> * limited eye contact * limited gestures * inconsistent rapport with audience * inconsistent poise * refers to notes frequently * reaches some level of fluency 	<ul style="list-style-type: none"> * almost no eye contact * few gestures * little rapport with listeners * poise is missing * relies on notes too much * not fluent in delivery
Visual Aid:	<ul style="list-style-type: none"> * large enough to see details * viewing aid and speaker is not a problem * speaker competent in using equipment * aid is neat and attractive * speaker used aid effectively 	<ul style="list-style-type: none"> * some difficulty seeing details * sometimes speaker in way of aid * speaker had some difficulty using equipment * aid is somewhat neat and attractive * speaker made some attempts to use aid 	<ul style="list-style-type: none"> * too small to see details * speaker was in the way of the aid * speaker had many problems using equipment * aid is poorly constructed * speaker did not use aid 	<ul style="list-style-type: none"> * no visual aid is used

Scoring Scale: Adv = 17 – 20

Pro = 12 – 16

Bas = 8 – 11

Below Bas = 5 – 7

Informative Speech Rubric
Bessette / King

Category	4	3	2	1
Introduction:	Hook gains audience's attention	Has a hook but fails to grab audience's attention	Begins without audience involvement / awareness	No hook planned or given
Roadmap:	Has a clear plan/purpose for speech Transitions are incorporated and lend to organization of speech	Has a plan but it becomes unclear or could be stronger Uses transitions but could be stronger	Unclear plan of organization Transitions are weak	No plan presented to listeners No transitions
Content:	Arouses sentiments and feelings Main ideas easily followed Language is clear and vivid Topic dealt with creatively	Produces some emotional response Main ideas followed, but not easily Language is adequate Topic dealt with appropriately	Fails to elicit emotional response Main ideas a bit disorganized Language is fair Topic dealt with fairly	No attempt at emotional response Random points Language is basic Topic dealt with poorly
Conclusion:	Restates specifics Connects with introduction Closes with quality	Includes some specifics Weak connection with intro Closure seems to wander	No specifics No connection with intro speech ends without closure	No conclusion given
Presentation	Consistent eye contact Consistent gestures Positive rapport w/audience Presents with poise Excellent use of notes Verbal fluency is excellent	Some eye contact Some attempts at gestures Maintains rapport with audience Maintains poise Notes used appropriately Verbal fluency is good	Limited eye contact Limited gestures Inconsistent rapport with audience Inconsistent poise Refers to notes frequently Verbal fluency is choppy	No eye contact Few gestures Little rapport with listeners Poise is missing Relies too much on notes Not fluent on delivery
Time Limit:	Presentation is 3-5 minutes long	Presentation is +/- 1 minutes	Presentation is +/- 2 minutes	Presentation is too short
Preparedness:	Student is completely prepared and obviously well rehearsed	Student seems pretty Prepared but might have needed a couple more rehearsals	The student is somewhat prepared, but it is clear that rehearsal was lacking movements	Student does not seem at all prepared to present

**SAMPLE SENIOR
SPEECH
DOCUMENTS:

CCHS**

TWO-YEAR PLAN

To review your two-year plan, consider the following elements of a good one:

- a. layout is consistent and recognizable
 - “white space” (open area) serves the purpose of identifying key information
 - labels/indicators are consistent and look appropriate in the plan
 - “chunks” are clearly identified
- b. information is **clear** and **complete**
- c. information is **parallel** in structure
- d. information demonstrates **strong word choice—do not repeat verbs, no passive verbs**
- e. entries should demonstrate
 - your awareness and ability to discover options for your future
 - your plans for personal development and growth in your job/school
 - your continued involvement in activities
 - your perseverance in discovering what you might be able to do and what your choices would be
- f. add **title** for this entry (other than two year plan)
- g. add a **visual element**—school logo, clip art, etc.

.....

The following is an example of one of the entries on the plan. Please notice that this is an example of one semester of college, not the full two years.

Sample format for **one** semester of school (You will need two years worth of info.):

AUGUST 2011 – DECEMBER 2011

Black Hills State University, Spearfish, South Dakota		
ENGL 1010	English Composition I	3
CO/M 1010	Public Speaking	3
MATH 1030	Algebra I	3
PHY 1000	Personal Fitness	2
HIST 1023	Western Civilization	<u>4</u>
		15

Activities:

- on-campus student government
- intramural activities: basketball and volleyball
- part-time on-campus work to pay bills
- sorority or service organization

Requests for Letters of Recommendation

Goal:

1. To provide a written representation of your request
2. To provide all the information needed to receive a well-written letter
3. To ask for the information you want/need for your application
4. To identify how each letter of recommendation can show a side of you that will assist a potential employer or school to accept you
5. To demonstrate your sense of organization and your self-assessment

Format/Sample:

RE: Recommendation letter request
 Student Name (sign it by initialing)

DATE NEEDED: (put the calendar date AND the day of the week)

I would like for you to write me a positive letter of recommendation. I would like you to include specifically in your letter information and assessment regarding my:

(Select three adjectives from list that define who you are)

Adjective #1

Adjective #2

Adjective #3

(You will need to change these adjectives, depending on whom you are asking to write a letter of recommendation for you. **The letters of request should not be identical**)

Thank you for helping me complete my responsibilities as a senior at Campbell County High School.

I have attached a resume for your use.

LETTERS OF RECOMMENDATION

Letters of recommendation are written representations of someone else's knowledge, evaluation, and experiences regarding you. These letters provide prospective employers or institutions with insight about you that adds to and explains the information available from transcripts.

Give thoughtful consideration to your decisions about sources of recommendation letters:

DO --

Ask for recommendation letters from people who know you in different ways:

A **teacher** who instructs you in a class related to your career field

A **coach or advisor** who worked with you outside of a classroom

A person who has **known you for a long time** and has worked with you in specific situations; these people will know your skills and characteristics

A person who is your **supervisor or manager** (but not a family member)

A person who works with you in a **community organization** (pastor, community program, volunteer coordinators)

A person who knows you **now**, not the person you were two years ago

DO NOT –

Ask a **parent** for a letter of recommendation

Ask any **family member**, even if that person is your current employer for a letter of recommendation

Ask a **co-worker or a high school friend** for a letter of recommendation

Ask the letter writer to:

Discuss specific instances and experiences, which are part of common experiences

Add personal insights and perspectives about your current abilities and qualities

Write a letter rich in detail and specifics

Address his/her comments to the questions or interests of those requesting the letter

Application Essays – possible topics

Select **ONE** of the following or bring a essay topic on your own for a college application or scholarship

Write a **500-word** essay.

1. What is the best advice you ever received? Why? And did you follow it?
2. If you were to look back on your high school years, what advice would you give to someone beginning his/her high school career?
3. If you were to describe yourself by a quotation, what would the quote be? Explain your answer.
4. Tell us about the neighborhood/community you grew up in and how it helped shape you into the kind of person you are today.
5. You've just written a 300-page autobiography. Send us page 217.
6. What invention would the world be better off without? Why?
7. If you were to write a book, on what theme or subject matter would it be based and why?
8. Select a technological innovation of this century and discuss its effects on your family, local community, or nation.
9. If you had only \$10.00 to plan a day's adventure, where would you go, what would you do, and whom would you take with you?
10. Why are you the best candidate for acceptance to our college?

Note: If you are applying for entrance to a school or for a scholarship that asks for a personal essay, you may use that work as a replacement for this entry in your portfolio.

Form: Put the **prompt** at the **top** of the page

Creative title

Single space your essay; **double** space between paragraphs

Show your BEST writing skills AND some insight to you.

Revise your essay to improve all of the six traits

Please use 7-10 Bullets per category:

CAREER GOAL: insert career here

Preparation for the Career:

What training will you need before you begin your career?

What safety, licensure, or certificate will you need on file with your employer or state?

Description of Career:

What would a typical workday look like if you were employed in your career, i.e., how would you be spending your time?

What skills would you be asked to use as you complete your daily responsibilities?

How will you know that you are performing your career in a professional and appropriate way?

How would you describe a company/business where you would be employed?

Personal Qualities helpful in Career:

What can you identify about yourself that leads you to believe that this career field is a good choice for you?

Employability skills

Personal interests and abilities

Reasons why this Career is appropriate:

How is this career important to the well being of our community and our way of life?

In what ways has this career field changed in the past? What will be some changes you would predict for the future?

Sources:

Utilize 2 sources to complete this assignment. Please write them up according to MLA format. Remember the proper indentions and place in alphabetical order.

SELF-RECOMMENDATION LETTER

Check the format:

RE: self-recommendation

FROM: your name (Sign all memos by your name in black or blue pen)

DATE: December 2010 (Month and year in which you write the letter)

-**single space** within the paragraphs
-**double space** between the paragraphs – use block style
-use of **third person** is required—no I’s

Check the content:

Paragraph #1 – Identifies who is writing
Identifies three qualities the individual has; use parallel structure here

Paragraphs #2 -4 Identifies and discusses situations and/or specific experiences that demonstrate EACH of the three qualities. Refer to your resume for instances that might help develop these ideas. This chunk will be **3 paragraphs** and will be rich with detail and explanation. This chunk will make up the most information on your self-recommendation letter

Paragraph #5 -- Closes with your recommendation/commendation of self for something: job, financial aid, opportunity to study in a specific place, internship, etc. (may be 1 – 3 sentences)

Overall:

The letter should fill the WHOLE page (without altering the font beyond 12-point, Times New Roman) and should demonstrate (1) your ability to discuss yourself in a positive light, (2) your ability to write clearly and accurately, and (3) your willingness to assert your best qualities.

This letter should be error-free when you are done.

Be sure that you have good specific examples AND discussion/explanation of those examples.

Check for sentence fragments and run-ons.

Check for spelling and/or typing errors.

Check for punctuation errors.

Control the pronouns – not too many “I, me, my”; absolutely no “you, your”

Check for use of contractions—formal writing will not contain them (for example-can’t)

Check for use of empty words like thing, something, anything, a lot, stuff

Limit the passive verbs to one per paragraph

RESUME

A resume can be produced in a number of forms. Perhaps your word processing program or a previous class provided you opportunity to develop a resume. You can get some great ideas just by looking at someone else's resume and then reviewing your own. Check out the possibilities so that your decision to develop a resume will present you in the best possible perspective. Do not assume that if you already have a resume, you don't need to develop a new one.

Your resume should fill one page.

Your resume could include the following chunks/pieces

- Personal
- Education
- Experience: job or activities
- Interests
- Honors/achievements
- Goal/objective
- Relevant Coursework

You must have a date on all entries – readers of the resume will want to know the length of commitment and the diversity of activities you have chosen. As you arrange your entries within the areas of information, always work from the most current to the past. Group information that shares dates for easier reference. For example:

1999 – 2004	Cross Country, Campbell County High School, Gillette, WY <ul style="list-style-type: none"> •Achieved ranking in the top five in the state •Served as team captain •Monitored novice runners on skill improvement
2001 – 2003	Women's Basketball Trainer, Campbell County High School <ul style="list-style-type: none"> -Taped players prior to the game -Provided ice packs for injuries -Monitored heat and water treatments
2000	CamPlex: Volunteer/Ambassador, Gillette, WY <ul style="list-style-type: none"> •Provided customer service

Consider how you can include information about your activities and interests so that the reader will know (1) the length of time you've been working on something, (2) specific information about your responsibilities and/or successes in your endeavor, and (3) our perspective on the value of your involvement in the activity.

Tips:

- Resumes demand **error-free** presentation – so read and edit carefully.
- Avoid using abbreviations that are not universal – the reader may not know that your references include, i.e., CCHS should be Campbell County High School
- Use strong verbs when you describe your skills and involvements.
- Keep entries brief and clear – only your mother and your English teacher would be interested in reading lengthy entries; in fact, most resumes receive 30 seconds of review before being sorted into “keep” and “not interested” stacks
- no personal pronouns** will be used in the resume

ARTIFACTS and METACOGNITIONS

What is an artifact? Visual proof of your past/present involvement. For example—certificate with your name on it, pictures of you doing an activity, etc. Multiple examples for each artifact preferred.

Possible entries/Artifacts:

Mission statement	Photographs of projects and you involved in activities/interests
List of works read	Evidence of specific skills (fine arts/technology/computer/etc.)
Employability Development Plan	Community Service Goals/Interests: present and future
School work examples	Tests on which you have done well
Honor roll (highlight your name)	Articles in newspapers
National Honor Society materials	Awards
Certificates	Artwork samples
Student of the month recognition	Employee of the Month recognition
Ribbons/medals/pins/varsity letters	Computer projects or assignments
4-H awards	Examples of abilities: writing, math, science, social studies
Scouting awards/accomplishments	Thank you letters/cards
CPR Certificate	Lifeguard Certificate
Volunteer Work Assignments/Projects	Examples of teamwork skills (written projects/pictures)
Technology skills – applied	Video or audio of performances or skills
ASVAB and/or Career Center instruments	Commendation letters
Hobbies	

Use the following questions to help develop the responses to Background, Significance, and Reflection.

1. What is the time frame represented by this artifact? How long have you worked toward this artifact?
2. What are eight things you had to do to gain this artifact?
3. What does this show about you? (10 aspects)
 - strengths you currently have/practice
 - weaknesses you know to improve
4. Why would you include this in your portfolio?
5. As a reader: What do I need to know in order to understand the significance of this artifact? (six ideas)
6. What does this artifact say about your:
 - Intellect
 - Personal qualities
 - Social skills
 - Technical, career, artistic skills
7. What else does a reader need to know? (three things)

.....
 Each artifact must have a metacognition and will be in the format below.

Title of Artifact

Background information:

In order to understand this artifact, the following information should be considered:
 5-7 bullets—no paragraphs

Significance:

The artifact is an important representation of my:
 5-7 bullets—no paragraphs

Reflection:

The artifact reflects:
 5-7 bullets—no paragraphs

The artifacts should be place on the same page as metacognition whenever possible and please print in color.

Independent Reading Sheet for Life Lesson Books

On a computer, type the following for a life lesson book. As this is technical writing, you only need to bullet most information. When you create this, make sure to use the bold headings for organization.

Title: _____

Author: _____

Pages: _____

Important People: (9 points)

Name and describe the major people (three or more) of the book. Describe the author(s) (three to five bullets) and people or characters (three to five bullets) who appear in the text.

Outline: (8 Points)

In 75 to 100 words, explain the book to a friend. This will be similar to the back of a book jacket

Major Lessons: (5 points)

What are the most important lessons in the text? (three to five bullets with explanation)

Connect to the major lessons of the text: (15 points)

Personal: (three to five bullets)

-Generate ideas:

Why does this book interest you?

How can you relate the lessons to your life?

World: (three to five bullets)

-Generate ideas:

Compare the text to how companies do business.

Compare the text to how society runs.

Career: (three to five bullets)

-Generate ideas:

How can this book help you with a current or future job or career?

Create a hypothetical situation.

Conflict: (7 points)

We do not always agree with everything we learn. Describe the conflicts you have with the text.
(five to seven bullets with explanation)

Quotes: (3 points)

Quote three separate lines or brief passages from the work. Explain why each is significant or representative of this literary work:

Choices Survey:

This is a test administered by our Career Center. Each student is expected to take this test and review the results. Students will be given an opportunity to go to the Career Center on a date chosen by your classroom teacher. If you miss this opportunity, you will need to make an appointment with Mr. Campbell in the Career Center to complete this test.

Please print out the results for your portfolio. Use the first two pages of the report. The rest you will want to keep for use in Chunk #2.

Transcript:

Students are asked to request a copy of their official transcript and place it in the portfolio. Transcripts can be obtained from the Guidance Office at North Campus. **You will not be allowed to do this during classroom time.** Please do it before or after school, lunch, etc. This is not a difficult task and will only be a minor infringement on your time.

Artifact Speech:

Students will be asked to develop an informative speech about one the artifacts selected for this speech. The student will utilize a visual element to the speech whether it is a PowerPoint, demonstration, etc. All speeches will be 3-5 minutes in length and will be presented immediately after Chunk #1 is due. The instructor will hand out more specific requirements as the speech time becomes closer. Students will turn in an outline to the instructor prior to presenting as well as having a personal copy (2 copies will always be expected). All speakers will have an assigned speaking date that will be chosen a minimum of one week prior to presentation.

Checklist of Common Mistakes for Chunk #1:

- 1) 2 year plan—Do you have totals for each semester? Do you have a visual on the page? College logo? Do you have a list of activities?
- 2) Letter of request—Have you put your initials by your name? Please use a **blue** pen.
- 3) Letters of Recommendation—Do you have three?
- 4) Application Essay—Have you typed the prompt at the top of the page? Check your verbs...limit passive verbs. Look for repetition of words and ideas. Do you have a title?
- 5) Career goal—Have you listed the career in the title? Check for any personal pronouns...eliminate them. Check for repeats at the beginning of bullets...eliminate them. 2 sources—MLA format?
- 6) Self-recommendation—Have you put your initials by your name? Please use a **blue** pen. Check your verbs...limit passive verbs. Look for repetition of words and ideas. Is it on one page?
- 7) Resume—Look for errors. Remember no personal pronouns
- 8) Metacognitions/Artifacts—Check for any personal pronouns...eliminate them. Check for repeats at the beginning of bullets...eliminate them. Is the artifact on the same page? In color? Do you have adequate representation of the artifact? Creative title for each artifact?
- 9) Life Lesson Review—Please look for errors. Limit personal pronouns, no contractions. Is it complete? 2 pages?
- 10) Choices Survey—Do you have the interest profile? Should be two pages with graphs on it.
- 11) Transcript—Too easy! You may not go get it during class. Do not ask!
- 12) 3-ring binder—Everything should be placed in a three ring binder like shown at the beginning of the semester. Binder will be a 1 to 1 ½ inch binder. Please place entries into the binder in the order of the checklist.
- 13) Page Protectors—Each item will be placed in page protectors. You may put them front/back or fronts only. Select one of the two methods and be consistent. All page protectors used should be the same style throughout entire portfolio. Remember for future chunks of the portfolio.

Action Verbs

A

Accelerated
Accomplished
Achieved
Acquired
Acted
Activated
Adapted
Addressed
Adjusted
Administered
Advanced
Advertised
Advised
Advocated
Aided
Allocated
Analyzed
Answered
Applied
Appointed
Appraised
Approved
Arbitrated
Arranged
Ascertained
Assembled
Assessed
Assigned
Assisted
Attained
Augmented
Authorized
Awarded

B

Balanced
Began
Boosted
Briefed
Budgeted
Built

C

Calculated
Captured

Cataloged/Catalogued

Centralized
Chaired
Championed
Charted
Checked
Clarified
Classified
Coached
Coded
Collaborated
Collected
Combined
Communicated
Compared
Compiled
Completed
Composed

Computed
Conceived
Conceptualized
Condensed
Conducted
Conferred
Conserved
Considered
Consolidated
Constructed
Consulted
Contacted
Continued
Contracted
Contributed
Controlled
Converted
Conveyed
Convinced
Cooperated
Coordinated
Corrected
Corresponded
Counseled
Crafted
Created
Critiqued
Cultivated
Customized

D

Debated
Debugged
Decided
Defined
Delegated
Delivered
Demonstrated
Designated
Designed
Detected
Determined
Developed
Devised
Diagnosed
Directed
Discovered
Discussed
Dispensed
Displayed
Dissected
Distributed
Diversified
Diverted
Documented
Drafted
Drew

E

Earned
Edited
Educated
Effectuated
Elected
Elicited
Eliminated
Emphasized
Employed
Enabled

Enacted
Encouraged
Enforced
Engineered
Enhanced
Enlarged
Enlisted
Ensured
Entertained
Established
Estimated
Evaluated
Examined
Executed
Exhibited
Expanded
Expedited
Experimented
Explained
Explored
Expressed
Extended
Extracted

F

Fabricated
Facilitated
Familiarized
Fashioned
Filed
Finalized
Financed
Fixed
Focused
Forecasted
Forged
Formalized
Formed
Formulated
Fortified
Fostered
Found
Fulfilled
Furnished
Furthered

G

Gained
Gathered
Generated
Governed
Grossed
Guided

H

Halted
Handled
Headed
Heightened
Helped
Hired
Honed
Hosted
Hypothesized

I

Identified

Illustrated
Imagined
Implemented
Improved
Improvised
Incorporated
Increased
Indexed
Individualized
Influenced
Informed
Initiated
Innovated
Inspected
Inspired
Installed
Instilled
Instituted
Instructed
Insured
Integrated
Interacted
Interpreted
Intervened
Interviewed
Introduced
Invented
Inventoried
Investigated
Involved
Issued

J

Joined
Judged
Justified

K

Kept

L

Launched
Learned
Lectured
Led
Leveraged
Lifted
Listened
Located
Logged

M

Maintained
Managed
Manipulated
Manufactured
Mapped
Marketed
Masterminded
Maximized
Measured
Mediated
Mentored
Merged
Mobilized
Modeled
Moderated

	Modified	Promoted	Resolved	
	Monitored	Proofread	Responded	T
	Motivated	Propeled	Restored	
N		Proposed	Restructured	Tabulated
		Prospected	Retrieved	Targeted
		Protected	Reviewed	Taught
	Navigated	Proved	Revised	Terminated
	Negotiated	Provided	Revitalized	Tested
	Netted	Publicized	Routed	Tightened
	Normalized	Purchased		Totaled
O			S	Tracked
		Q		Traded
	Observed	Qualified	Satisfied	Trained
	Obtained	Questioned	Saved	Transcribed
	Opened		Scheduled	Transferred
	Operated	R	Screened	Transformed
	Ordered		Searched	Transitioned
	Orchestrated	Raised	Secured	Transmitted
	Organized	Ran	Selected	Translated
	Originated	Rated	Separated	Traveled
	Outlined	Reached	Served	Troubleshoot
	Outsourced	Realigned	Shaped	Tutored
	Overcame	Realized	Shared	
	Overhauled	Reasoned	Simplified	U
	Oversaw	Received	Simulated	
P		Recognized	Sketched	Uncovered
		Recommended	Sold	Undertook
		Reconciled	Solicited	Unified
	Participated	Recorded	Solved	United
	Perceived	Recorded	Sorted	Updated
	Performed	Recruited	Spearheaded	Upgraded
	Persuaded	Rectified	Specialized	Used
	Photographed	Recycled	Specified	Utilized
	Pinpointed	Reduced	Spoke	
	Piloted	Referred	Sponsored	
	Pioneered	Regained	Staffed	
	Placed	Registered	Standardized	V
	Planned	Regulated	Started	
	Played	Rehabilitated	Stimulated	Validated
	Predicted	Related	Streamlined	Verbalized
	Prepared	Reinforced	Strengthened	Verified
	Prescribed	Remodeled	Structured	Vitalized
	Presented	Rendered	Studied	Volunteered
	Presided	Renegotiated	Suggested	
	Prevented	Reorganized	Summarized	W
	Printed	Repaired	Supervised	
	Prioritized	Replaced	Supplied	Weighed
	Processed	Reported	Supported	Widened
	Procured	Repositioned	Surpassed	Won
	Produced	Represented	Surveyed	Worked
	Programmed	Researched	Sustained	
	Projected	Reserved	Synthesized	
	Wrote	Reshaped	Systematized	

Senior Project Portfolio Rubric Chunk #1

Pg #	Chunk #1 list	Points	Points Earned
	1 2 year plan	50	
	2 Letter of request	15	
	3 Letters of Recommendation 1 2		
	3 3	45	
	4 Application Essay	50	turnitin.com
	5 Career Goal	50	
	6 Self-Recommendation	50	turnitin.com
	7 Resume	40	
	8 Metacognition #1	15	
	8 Artifact #1	15	
	8 Metacognition #2	15	
	8 Artifact #2	15	
9 and 10	Life Lesson Book Review #1	50	turnitin.com
	11 Results of Choices Survey	20	
	11 Transcript	15	
	3-ring binder	15	
	Page Protectors	15	
	Total:	475	
	18 List of Life Lesson Books		NP
	11 Artifact Speech	100	NP
	19 Artifact Speech Outline	50	NP
	12 Chunk #1 Checklist		NP
13and14	Verb list		NP
	15 Adjective list		NP
	16 Thing list		NP
	17 Speech rubric		NP

NP=Not in portfolio

Oct.
Due Date: 21st 3:30 PM
All student portfolio due on this day! No exceptions!

If you are absent from a class, please email your instructor for missed work.
You will be responsible to make up work prior to next class period.

aking@ccsd.k12.wy.us

tbessette@ccsd.k12.wy.us

Senior Project Overview

- 1) 10-15 hours mentoring. Students will need to schedule time with a mentor of their choice in a career field of his/her interest. The mentor should **not** be a current boss, mentor, or family member. Students will need to fulfill the mentoring requirements prior to Chunk #2's due date. Students will gather information while mentoring to complete the assignments in this portion of the portfolio. Please make sure to read through the packet prior to mentoring.
- 2) Questions/Answers for the mentoring experience—prior to mentoring the student will create a list of 10-15 questions to ask during the experience. The questions along with the answers will then be typed and placed in Chunk #2 of the portfolio.
- 3) Student will create a timesheet in Excel that includes the time, location, mentor's name and observations made during the time spent with mentor. The student will ask the mentor to sign the timesheet.
- 4) The student will build a speech over a future career choice and the mentoring experience. The student will create a PowerPoint that accompanies the speech. A copy of the outline for the speech and the PowerPoint will be placed in Chunk #3 of the portfolio. Students will draw for speaking dates two weeks prior to the first speaking date.
- 5) The student will complete a self-reflection for the mentoring experience. A typed copy will be placed in the portfolio.
- 6) All other career related assignments will be finished by the student prior to the Chunk #2 due date. This portion of the portfolio will be completed primarily as homework. Lab time will be given, but students should count on completing all work during this time.

Cover Letter

A cover letter consists of a few simply paragraphs that identify the job in which you are applying, your qualifications, and your request for an interview. It is important that this letter be well written; as it is the first contact a prospective employer has with you. A good impression is a lasting one.

The assignment:

- 1) Find an ad for the job you would like in the future. Assume you have all of the qualifications needed for that position. You could ask your mentor for a copy of an ad they have used, search the newspapers, or search for an ad on the Internet.
- 2) Review the sample letters and compose a cover letter of your own.
- 3) Include a copy of the ad in your portfolio.

General information about cover letters:

You will use a cover letter when:

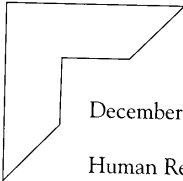
- 1) The employer you wish to contact lives in another city.
- 2) You are mailing your resume.
- 3) You are answering a want ad.

Guidelines:

- 1) Make sure you address the letter to a specific person, if possible. Sometimes, this requires you to do a little research or to make a phone call.
- 2) State the purpose of your letter.
- 3) State exactly what position in which you are applying and what qualifications you have that make you suitable for the job.
- 4) Request an interview.

Tips:

- 1) Be brief, clear, and businesslike.
- 2) Proofread, proofread, and proofread.
- 3) Type letter neatly.
- 4) Include a copy of your resume.



December 11

Human Resources
City of Wichita Police Department
768 Avid Landing
Wichita, Kansas

Dear Mr. Wesley,

I am a highly motivated, athletic, and energetic person who strives for excellence in everything I do. My drive and ambition would be an asset to the City of Wichita Police Department.

My police training is extensive and ongoing. I have a diploma in law enforcement and have taken numerous self-defense, communication, and negotiating courses. I am a black belt in Karate and feel my skills and discipline would be an asset to your police department.

Becoming a law enforcement officer is my goal and I know I would do an excellent job.

I look forward to hearing from you and may be reached at (154) 555-9765. I will contact you the week of December 18 to respond to any questions you may have.

Enthusiastically,

Jane Randall



Self-Reflection for Project

--Every student will complete a technical piece of writing evaluating his/her experience throughout the senior project. This will include an overall reflection on the experience. The reflection will evaluate your project and will include...

5-7 bullets per question---No paragraphs. Use these questions when you are creating your speech outline.

1. What are three things you learned?
(These bullets are examples of how to answer the questions)
 - =about opportunities
 - =about coordinating/planning the project
 - =about working with others or alone
 - =about needs for this career in our community
 - =about the career, particularly the pros and cons
 - =about yourself
2. What was the most meaningful activity? Why?
3. What will you do in the future to pursue this career or another choice?
4. What are four suggestions you would make to other people who might be interested in this career or for the senior project?
5. What were my goals/intent for my project?
6. What were the activities I completed during this project?
7. What information did I learn, encounter, or were reinforced during this project?
8. What did I learn from my research or additional reading about the career field?
9. What were my successes and failures?
10. How are the English skills incorporated in this career field? (Reading, Writing, Speaking, Listening, and Technology)

Timesheet Example

Date	Time	Location	Activity
Sept. 19th	2 hr	Conestoga	met with teacher and observed
Sept. 26th 2jr	2 hr	Conestoga	read story with students
Oct. 3rd	3 hr	Conestoga	helped students with art
Oct. 10th	3 hr	Conestoga	Taught a math lesson
Oct. 17th	2 hr	Conestoga	Interviewed the principal
Oct. 24th	3 hr	Conestoga	Observed specials
Total	15		

Typed
Mentor's
Name

Mentor's signature Mentor's phone number

List of Knowledge and Information obtained through mentoring:

Use **5-7 bullets** to answer the questions, please give great detail. The answers will help you create your speech.

Title

Nature of the work:

- Working Conditions
- Employment opportunities
 - Geographic locations
 - Advancement opportunities

Job Outlook:

- Statistics
- Need

Earnings/Benefits:

- Raises/Bonuses
- Health Insurance—who pays, what type of coverage, etc.
- Retirement—401K, who pays, etc.

Related Occupations:

- Careers that are similar

Sources:

Utilize 2 sources to complete this assignment. Please write them up according to MLA format. Remember the proper indentions and place in alphabetical order.

Day-in-the-life of a (Insert Career)

- 7:15 AM Arrive at work
Check email, respond to important correspondence
- 7:25 AM Hall Duty--stand in entry of school, answer questions, and enforce building etiquette
- 7:40 AM Return to classroom and greet students
- 7:45 AM Begin 1st class--take attendance
20 minutes reading
daily instruction for students
assist students with the day's lesson
- 9:14 AM Class ends
Check email, respond to important correspondence
- 9:20 AM Reading period
Monitor students reading
- 9:40 AM 2nd class begins--repeat of class 1
- 11:09 AM Class 2 ends
Lunch
- 11:56 AM Class 3 begins, repeat lesson
- 1:26 PM Class 3 ends,
Check email, respond to important correspondence
- 1:30 PM Planning period
plan future lessons
grade papers
assist students with late assignments
Correspond with parents
Collaborate with colleagues
- 3:00 PM School day ends
- 3:20 AM Faculty meeting
- 3:40 PM Speech and Debate practice
- 5:00 PM Practice ends, go home...finally: =)

This is an example that could be **expanded** upon by **adding relevant examples and details**.

Thank-You Letters

You will write a total of **4** thank you letters: 1 to your mentor and 1 for each letter of recommendation that you receive. The letter you write should be typed and addressed to directly to the individual who either served as your mentor or wrote a letter of recommendation for you. You should highlight your mentoring experience and what you have learned from the person writing the letter for you.

Sample Follow Up/Thank you Letter:

October 26, 2008

Ms. Glenna Wright
Human Resources Manager
Fashion Department Store
2000 Line Drive
Fairfax, VA 22030

Dear Ms. Wright:

I enjoyed mentoring with you during..... The career(be specific) I observed seems both challenging and rewarding and I look forward to pursuing my own career.

This paragraph should address the aspects of the mentoring you enjoyed, found interesting, etc. Be specific.

Thank you again for the opportunity to mentor with you at..... The experience served to reinforce my strong interest in becoming a I sincerely appreciate your willingness to answer my questions and have me spend time with you.

Sincerely,

(Your signature should go above the typed version of your name)

Marianne Boles

8 Thank-You Letter Tips:

- ❖ Write clearly and concisely; this is no time to be longwinded or flowery. This letter should be a minimum of three paragraphs
- ❖ Be sincere--most people can sense when you aren't being honest.
- ❖ Stick to the point.
- ❖ Write the thank-you letter as soon as possible after the event (for a job interview, this should be within 24 hours of the interview). However, do not thank the person beforehand (for example, "Thanking you in advance for your help in this matter"). To do so is presumptuous and suggests you are unwilling to write a follow-up letter.
- ❖ Proofread the letter before sending it: grammatical errors and typos are sloppy and unprofessional.
- ❖ Be specific and include details from the event in the 2nd paragraph. Make your letter stand out (don't send a generic letter that could be to or from anyone).
- ❖ Address your letter to a specific person, if possible, not just the company or organization in general.

Schoolwork Entries:

Select **two** samples of schoolwork which demonstrate: (a) your work ethic, (b) your skill/performance in a particular class, (c) your study habits, (d) your willingness to re-submit work when you want a better grade. etc.

You will need to introduce your school sample by providing information for the reader.

Explanation of your schoolwork entries must be presented in a technical writing format (see below and refer to your work on metacognitions for artifacts). Choose a lead-in that allows you to add the information that you think is vital to each entry.

Title of School Work Sample

Background:

- -course for which the assignment was done
- -level of difficulty of course AND assignment
- -the assignment:
 - what it was (an explanation of the assignment)
 - time you had to work on the assignment
 - evaluation criteria which guided your completion

Reflection:

- What does this work show/reflect?
- What are the strengths or weaknesses shown through this assignment?
- What did you learn:
 - by doing it
 - after reviewing the instructor's evaluation/comments
- Why did you choose to include it?

Note:

Please **scan** your schoolwork example and place on the **same page** as the metacognition.

COMMENDATION LETTER

We need to take opportunities to commend individuals who have had significant, positive impacts in our lives. Our specific review of someone's participation in a life will (a) encourage that person, (b) show our attitude of gratitude, (c) serve as a support for an endeavor or opportunity for the person, and (d) serve as a reminder of how we could participate in the lives of others. To experience the four identified goals, you are to write a commendation letter for _____.

RE: Commendation Letter for **person's name**

FROM: your name
 Address: street/PO
 City, State ZIP

DATE: Current month and year

Paragraph #1 – identify:

- How long you have known the person
- How you know the person, i.e., in what context or situation
- Identify three qualities for which the person will be commended

Paragraphs # 2, 3, 4 – develop:

- One quality for EACH body paragraph
- Two examples/evidence of the qualities being discussed, i.e., a class activity, a meeting, a personal experience with the individual, something shared with fellow students or friends
- Explanation/elaboration for EACH of the two examples so that the reader can understand how that example was important to the quality discussed

Paragraph #5 – bring focus and closure by:

- Commending the person for his/her influence on your life
- Encouraging the person to continue in his/her behaviors and activities
- Closing with a “thanks”

Some guidelines to consider:

1. Use first person (but sparingly) – I, me, my
2. Do not use second person – you, your – because the student is writing about the person rather than to the person.
3. Demonstrate excellent writing skills: (a) use strong meat in each of the body paragraphs, (b) develop explanation/elaboration so that the examples make the point intended, (c) use strong verbs, (d) vary the sentence pattern/fluency, (e) control the use of personal pronouns, (f) revise and proofread so that the letter is perfect!
4. Use memo format (the same as the self-recommendation letter): (a) label the heading entries, (b) use block style, (c) single space the paragraphs, (d) double-space between the paragraphs, (e) fill up the page, (f) use Times New Roman, 12 pt.

Speech/Presentation for Senior Project:

Everyone is expected to give a presentation that covers your shadowing experience. This is your opportunity to tell the class about your career choice and mentoring experience. Each presentation will contain:

- 1) Introduction (Don't even think about beginning with "I did my SP on.." You need a real introduction, something that captures our attention)
- 2) A roadmap that is a quick overview of the presentation.
- 3) A well organized speech. The main points need to be organized and easy to follow. Transitions into main points will be a must. Please review speech rubric and see what is expected.
- 4) Conclusion (Don't even think about ending with "Well, that was my project, etc")
- 5) Visual Aid using technology. We are asking everyone to include a power point presentation with your speech, unless you have prior approval for using something else for the visual aid.
- 6) A typed outline will be turned in on your presentation date. Yes, that means you need to turn in an outline **before** you speak. We will not accept a hand written outline, a copy of your power point, or note cards.

Additional info:

--You are expected to look and act professionally during the presentation. **Business attire** will be expected. It will be a good time for you to break in your graduation attire. Girls should be in dresses/with appropriate leg coverings and shoes. Guys you can practice tying your graduation tie. This is a final impression of your senior project before you are given a quality grade...Make it a great one. Jeans are not accepted. Appearance is directly linked to a speaker's confidence and we are sure you want to be a confident as possible. Do not ask to go change into dress clothes...must be ready to go at the bell.

--The presentation will be **7-10 minutes** in length with a question/answer session after presentation. Do not include the questions as part of your presentation time. Points will be deducted from you speech if you are short or if you go longer than 10 minutes.

--The presentation is expected to be a **well-rehearsed** example of your hard work. Please rehearse your speech, so you know exactly the length of your speech. The classroom will be available during planning periods before/after school, and at lunch. Utilize these times to not only practice your speech, but to make sure your presentation will work on the equipment.

--Students are expected to **download presentation** to the desktop **1 day prior** to the class beginning. If you have not taken care of this issue, **10 points** will be deducted from your overall presentation score. You are expected to be ready to speak as soon as class begins.

--**Presentation times are sacred**. Once you have signed up for a date, you are expected to speak on that date. No late grades will be accepted for the presentation. You either speak on assigned day or receive a 0% for the speech part of the project.

SENIOR PROJECT – PRESENTATION

TIME: 7-10 MINUTES _____

INTRODUCTION 30—45 seconds _____

Hook

Introduction to topic/Thesis

Audience appeal

Preview

Transition

BODY INFORMATION

Content and discussion of ideas reviews/presents:

 Career overview

 Goal/intent of the mentoring experience

 Observations made during the project experience

 Information learned, encountered, reinforced during the project

 Outside sources and experiences that added to the project

 Lessons learned: (1) about career, (2) about self

CONCLUSION 20—30 seconds _____

Transition

Re-focus on thesis

Summary/review/re-appeal

Closure

DELIVERY

Eye contact

Gestures

Relationship to lectern

Stance/body position/movement

Handling of notes and use of PowerPoint

Fluent/Conversational in delivery; enthusiastic and personal

Dress/Attire

POWERPOINT

-At least eight-ten slides; number of slides _____

-Format of slides:

- Limited number of words
- Appropriate font and size
- Interesting, diverse appearance/information

-Slides meet the intent:

- Focus audience attention
- “Hint” at content of the speech
- Assist presenter and viewer in following ideas
- Serve as ideas for the viewer; not the speaker’s speech

Senior Project Portfolio Rubric Chunk #2

Chunk #2:	Points	
Senior Project Overview		
10-15 hours shadowing		
Questions/Answers from shadowing	50	
Copy of job advertisement	10	
Cover letter for job advertisement	40	
Self-reflection	50	
Timesheet signed by mentor	20	
List of knowledge and information	50	
Day in the life exercise	30	
Thank you letter to mentor	20	
Thank you letter for Letters of rec 1 2 3	45	
Metacognition for School Work #1	15	
School Work #1	15	
Metacognition for School Work #2	15	
School Work #2	15	
Life Lessons Book Review #2	50	turnitin.com
Commendation letter	50	turnitin.com
Total:	475	

Apr.
19th 3:30 PM

Due Date:

All student portfolios due on this day! No exceptions!

If you are absent from a class, please email your instructor for missed work.

You will be responsible to make up work prior to next class period.

aking@ccsd.k12.wy.us

tbessette@ccsd.k12.wy.us

*

*

AUTO-BIO POEM

When you supply the information for this poem, **use phrases rather than single words** so that your ideas are fully developed – think of parallel structure and strong word choice. Build on your skills developed in metacognitions, explanations of schoolwork, and resume.

Do not repeat information or experiences within your development of the lines of the poem.

Do show a wide variety of information about yourself, i.e., paint a rich picture.

Add some visual impact to this page of your portfolio by:

- Including a senior picture
- Adding several casual pictures of you
- Developing a line drawing of your own creation
- Using technology to present a unique entry

Follow the format but insert the information that is asked of you.

- your first name
- four adjectives that describe you
- “Who feels ...” (select three things)
- “Who needs ...” (select three things)
- “Who gives ...” (select three things)
- “Who fears ...” (select three things)
- “Who would like to see ...” (select three things)
- “Who hates ...” (select three things)
- “Who admires ...” (select three things)
- “Who will someday ... “ (select three things)
- your last name

ARTIFACTS AND METACOGNITION

Add **two** more artifacts and the necessary metacognitions to your portfolio. See Chunk #1 packet.

SPEECH METACOGNITION

Please write **one** metacognition that describes your speech experience throughout the semester. The metacognition will utilize the same format, but include 7-10 bullets.

Title

Background information: (7-10 Bullets)

Significance: (7-10 Bullets)

Reflection: (7-10 Bullets)

You will include the following outlines following the metacognition:

- Speech of introduction outline
- Speech of acceptance outline
- Artifact speech outline
- Career speech outline
- Career speech powerpoint handout

Slideshow, Service, or Pitch a Project

The project idea for this year's seniors requires each student to make an individual choice and create a wonderful experience for him or herself. Through the experience students are expected to develop a plan of action, focus his/her energy, go the extra mile, and act in a manner that reflects your values or priorities. Please review the following descriptions and select one of the options.

1) Slideshow

- This option requires the student to show growth through the development of slideshow. The student will select an activity, a hobby, or his/her lives as the focus of the show. Please present plan to instructor prior to beginning.
- The slideshow will be 2 minutes in length and will include video clips or photos, and appropriate background music. The finished product will include a title slide, transitions, and credits at the end.
- The slideshow will be shown to the class during the speeches given after Chunk #3.

2) Service

- Students are expected to participate in 10 hours of voluntary, community service that allow you to demonstrate your commitment to our city and your sense of responsibility to others.
- The service will be done through a recognized organization in order for it to properly be documented. For example—Salvation Army, churches, Relay for Life, Seconds on 2nd, Soup Kitchen, etc. Please ask instructor for approval prior to beginning.
- Pictures of you while participating will be necessary as part of the documentation

3) Pitch a Project

- Students will develop an independent project that incorporates one of his/her passions. The idea is that the project will help the individual share his/her passion with others. The project should not only benefit the student, but others as well and incorporate the “pay it forward” ideal.
- The instructor prior to the student moving forward on the project must approve this option. So, think of a plan early and pitch (see documentation for format of pitch) it to your instructor. Any project not approved will receive zero credit for any part of the portfolio and the student will not be allowed to present.
- Documentation of all steps of the project is necessary, so please plan accordingly.

Slideshow, Service, or Pitch a Project Overview Assignment

The overview—in a technical writing format explain to the reader what exactly you are doing for your project. For example:

Title of Project

**What I am doing for my project?
(This is an explanation in 7-10 bullets)**

**Why did I choose this project?
(Explain in 7-10 bullets)**

**How will I accomplish my project?
(Explain the steps in 7-10 bullets)**

Slideshow, Service, or Pitch a Project Documentation

Slideshow Documentation

- 1) Timesheet is required. It will breakdown the time spent on building your slideshow. Please follow a format similar to the timesheet in Chunk #1 packet. You are required to sign this timesheet.
- 2) Storyboard of slideshow plan and/or written order of all of the video and pictures you intend to use.
- 3) Burn a copy of your slideshow and place it into the portfolio.

Service

- 1) Timesheet is required. It will breakdown the time spent on building your slideshow. Please follow a format similar to the timesheet in Chunk #1 packet. Please have it signed by the supervisor of the organization in which you are volunteering.
- 2) Pictures (5-7) with captions that explain the projects you completed during your volunteer work.
- 3) Organization information—please include the following information:
 - Who is the organization? Give background information (3-5 bullets)
 - What does the organization do? (3-5 bullets)
 - Why did you select this organization? (3-5 bullets)

Pitch a Project

- 1) Timesheet is required. It will breakdown the time spent on building your slideshow. Please follow a format similar to the timesheet in Chunk #1 packet. Please sign the timesheet yourself or if a mentor assisted you have his/her sign it.
- 2) Pictures (7-10) with captions that explain the process you completed during your projects. Please think of beginning, middle(steps), and end.
- 3) Plans for the project—this will become your pitch for the project. Please include the following information:
 - Describe what the finished product of the project will be (3-5 bullets)
 - Steps you will need to take to complete the project (3-5 bullets)
 - Anticipated Problems/Solutions for the project (3-5 bullets)

Slideshow, Service, or Pitch a Project Self-Reflection

Complete a self-reflection about your project that includes all of the following:

Title

Lessons learned about organizing time:
(5-7 Bullets)

Lessons learned about yourself and how you work with others:
(5-7 Bullets)

Lessons learned about your current abilities to work on your project:
(5-7 Bullets)

Tools and strategies you would suggest to others who might complete these tasks:
(5-7 Bullets)

Slideshow, Service, or Pitch a Project Presentation

The speech on your project will:

- Demonstrate all the public speaking skills learned during the semester
- Reflect your skill level in organizing and presenting a speech
- Include documentation and self-reflection as essential components in your speech content
- Require a fully written introduction, conclusion, and outline

Slideshow

- The speech will be a total of 4 minutes in length
- You will begin by presenting 2 minutes of background information, significance, and reflection about your slideshow. You will follow format of any other speech presented.
- You will end the speech by presenting 2 minutes of your slideshow to the audience.

Service

- The speech length will be 3-5 minutes.
- The body of the speech will include the following:
 - Who the organization is? (give us some background and detail)
 - What you did during your 10 hours
 - What you learned throughout the experience (reflect)
- You will develop a powerpoint to go along with the presentation

Pitch a Project

- The speech length will be 3-5 minutes.
- The body of the speech will include the following:
 - What you planned and why (give us some background and detail)
 - How you completed the project...give us the steps, etc. Final project should be presented in a way that it is obvious what you completed.
 - What you learned throughout the experience (reflect)
- You will develop a powerpoint to go along with the presentation

All speakers are expected to turn in a copy of the outline to the instructor prior to presenting the speech. If you present a powerpoint, a copy is also expected in a handout version.

The speech rubric that has been used for the artifact and career speech will be used to assess this speech.

Cover:

The cover of your portfolio is to interest the reader in opening and portfolio AND provide a clear title for this semester's work.

- -Place a graphic on the page
- Use design elements to make it interesting
- Find a good title that reflects you and your future interests
- Fill the cover, get rid of boring spaces

Title Page

This page provides the necessary publication information:

- Mirror/mimic the layout, design, and title on the cover
- A more formal picture of you that has not been used elsewhere in portfolio
- Add (a) your name, (b) Gillette, WY, and (c) Current month and year

Table of Contents

This page will clearly show EACH entry in your portfolio so that the reader could peruse the table of contents and select a specific page to read first.

- Put the title of each entry as the reference in the table of contents
- Indicate the page on which the entry BEGINS
- Consider how you will arrange your entries to present the best perspective of you
- Use front to back of the page protectors as much as possible; if a blank page is in the best interests of your overall organization – put in a clean sheet of paper
- Place page numbers in the outside corners of all page protectors; if a page is blank – it must still be numbered

Chunk #3 Checklist

- 1) Auto-bio poem—Do you have a title? (Do NOT use the incredibly creative “AUTO-BIO POEM”(using tons of sarcasm here) be creative!) Have you expanded into phrases or do you have lists? (Poem will be longer than the 11 lines) Have you included pictures that go along with poem?
- 2) Metacognitions—No personal pronouns (I’s, me’s, etc.) Use strong verbs and do not repeat them.
- 3) Artifacts—Are they original pics? (No Google images, here) Are they on the same page? Have you scanned?
- 4) Life Lesson Book Review—please, please edit
- 5) Passion Overview—bulleted? Please paint a complete picture
- 6) Documentation—Can I see exactly what you have done? Do pictures have captions or explanations? Timesheet?
- 7) Self-Reflection—Same format we used in last Chunk—bullets, etc.
- 8) Cover of portfolio—read instructions in packet. Do you have a creative title? “Senior Project Portfolio”—not so creative.
- 9) Title page—should have a formal picture of you. Do not use same pictures on cover and title page.
- 10) Table of contents—should match page numbers, if it is not on table of contents it does not exist. Get my drift? Pay attention to detail and take your time.
- 11) Page Numbers—should look professional, bottom right corner of page protector. Do not write directly on the page protector—use tabs or small stickers.
- 12) Have you organized the portfolio in a way that is logical? Do NOT USE Chunk #1, Chunk #2, and Chunk #3 as an organization method. What makes sense? I will follow your table of contents when grading.
- 13) The presentation of the portfolio is very important. Please make it look professional and very nice. It should say that you are proud of your accomplishments this semester, not I could care less.
- 14) Have you fixed items that needed attention from the first two chunks?
- 15) Take your name off the top of each page. Your name is on the title page.

Senior Project Portfolio Rubric Chunk #3

PG#	Chunk #3	Points	
	Auto-bio Poem	50	
2	Metacognition #4	15	
2	Artifact #4	15	
2	Metacognition #5	15	
2	Artifact #5	15	
	Metacognition of Speeches	25	
	Speech of Introduction Outline	10	
	Speech of Acceptance Outline	10	
	Artifact Speech Outline	10	
	Career Speech Outline	10	
	Career Speech Powerpoint Handout	10	
Ch#1	Life Lesson Book Review #3	50	turnitin.com
3 to 6	Passion Project Overview	50	
3 to 6	Passion Project Documentation	75	
3 to 6	Passion Project Self-Reflection	50	
7	Cover of portfolio	25	
7	Title Page	10	
7	Table of Contents	25	
7	Page Numbers	20	
	Chunk #1	10	Fix errors
	Chunk #2	10	Fix errors
	Portfolio Presentation Grade	50	
		560	
8	Checklist for Chunk #3		NP
	Passion Speech	100	NP
	Passion Speech Outline	50	NP

NP= Not in Portfolio

Due Date Jan. 6th by 3:15 PM

If you are absent from a class, please email your instructor for missed work.

You will be responsible to make up work prior to next class period.

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