

ELP Standards Student Growth Tracking Sheet for High School

Student Name:						
Proficiency Levels		1	2	3	4	5
Standard 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing		Date: L R	Date: L R	Date: L R	Date L R	Date: L R
RL and RI 1,2,3,7 SL 2 MP 1 SP 1	RL, RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL, RI 2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL and RI 3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI 3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RL 7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment RI 7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. SL 2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering)	Use very limited strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	Use a set of strategies to: identify main topic, retell a few key details in oral presentations and simple oral and written texts	Use strategies to: determine central idea theme in oral presentations and written texts, explain theme development by details in texts, summarize text	Use strategies to:determine two ideas/themes in oral presentations and written texts, analyze themes/ ideas, cite text evidence for analysis, summarize text	Use strategies to: determine central ideas /themes in presen-tations & texts. Analyze themes, ideas. Cite text evidence for analysis. Summarize text
Standard 2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions		Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W
W 6 SL 1 MP 1 MP 6 SP 4 SP 6 SP 8	W 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display SL 1 Initiate and participate effectively in a range of collaborative discussions (one--on--one, in groups, and teacher led) with diverse partners on grades 9--10 topics, texts, and issues building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well--reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision--making (e.g. informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and define individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in discussion, and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understandings and make new connections in light of the evidence and reasoning presented. MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Have short conver-sational and written exchanges on familiar topics, present information, respond to simple yes/no questions and some wh- questions.	Have short conver-sational and written exchanges on familiar topics and texts, present information and ideas, respond to simple questions and wh- questions.	Have discussions, writ-ten exchanges on topics, texts, use others ideas, clearly express own ideas, refer to text evidence & research to support ideas ask & answer questions, restate key ideas.	Have discussions, writ-ten exchanges on topics, texts, use others ideas, clearly express own ideas, refer to text evidence & research to support ideas ask & answer clarifying ques-tions.summarize points.	Have discussions, writ-ten exchanges on topics, texts, use others ideas, clearly express own ideas, refer to text evidence & research to support ideas ask & answer probing ques-tions,summarize points.
Standard 3 Speak and write about grade-appropriate complex literary and informational texts and topics		Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 2 SL 4 MP 1 MP 6 SP 6 SP 8	W 2 Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	communicate information	Deliver short oral presentations, compose written narratives or informational texts.	with support, deliver short oral presentations compose written informational texts • develop the topic with a few details	Do oral presentations, write informational text • fully develop topic with details, concepts, examples, integrate graphics or multimedia when useful	Do oral presentations, write informational text • fully develop topic with details, concepts, examples, integrate graphics or multimedia when useful

	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. MP 1 Make sense of problems and persevere in solving them. MP 6 Attend to precision. SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information					
Standard 4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence		Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 1 SL 4 L 6 MP 3 MP 6 SP 4 SP 7 SP 8	W 1 Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. L 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. MP 3 Construct viable arguments and critique the reasoning of others. MP 6 Attend to precision. SP 4 Analyzing and interpreting data SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information	express an opinion about a familiar topic	Make a claim about a familiar topic, introduce the topic, give a reason to support the claim, provide a concluding statement	Make a claim about familiar a topic, introduce the topic, provide sufficient reasons or facts to support the claim, provide a concluding statement	Make a claim about topics, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, provide a concluding statement	Make a claim about topics, introduce claim, distinguish from a counterclaim, provide relevant evidence to support claim and to refute the counter-claim provide conclusion that summarizes argument.
Standard 5 Conduct research and evaluate and communicate findings to answer questions or solve problems		Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W	Date: L S R W
W 7,8,9 SL 4 MP 1 SP 3 SP 6 SP 8	W 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. MP 1 Make sense of problems and persevere in solving them. SP 3 Planning and carrying out investigations SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Gather information from a few provided print and digital sources, label collected information,experiences, or events	Gather information from provided print and digital sources, summarize data and information	Do short and more sustained research projects to answer a question, gather information from provided print / digital sources. evaluate the reliability of each source, paraphrase key information in a short written or oral report, include illustrations, diagrams, & graphics , provide a list of sources	Do short and more sustained research projects to answer a question , solve prob-lem, gather/ synthesize information from multiple print /digital sources, use advanced search terms effectively evaluate the reliability of each source, analyze and integrate information into a clearly organized oral or writ-ten text, cite sources	Do short and more sustained research projects to answer a question , solve prob-lem, gather/ synthesize information from multiple print /digital sources, use advanced search terms effectively evaluate the reliability of each source, analyze and integrate infor-mation into a clearly organized oral or writ-ten text, cite sources

Standard 6	Analyze and critique the arguments of others orally and in writing	Date: L S R W	Date: L S R W	Date: L S R W	Date L S R W	Date: L S R W
RI 8 W 1b SL 3 L 6 MP 1 MP 3 SP 1 SP 6 SP 7 SP 8	RI 8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. W 1b b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. SL 3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. L 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information	Identify a point an author or a speaker makes	Identify the main argument an author or speaker makes, identify one reason an author or a speaker gives to support the argument	Explain the reasons an author or a speaker gives to support a claim, cite textual evidence to support the analysis	Analyze reasoning and rhetoric in persuasive texts or speeches, documents of historical /literary significance, determine if evidence supports claims, cite textual evidence to support the analysis	Analyze /evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, cite specific textual evidence to thoroughly support the analysis
Standard 7 Adapt language choices to purpose, task, and audience when speaking and writing		Date: S W	Date: S W	Date: S W	Date: S W	Date: S W
W 5 SL 6 L 6 MP 6 SP 1 SP 6 SP 8	W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) L 6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. MP 6 Attend to precision. SP 1 Asking questions (for science) and defining problems (for engineering) SP 6 Constructing explanations (for science) and designing solutions (for engineering) SP 8 Obtaining, evaluating, and communicating information	Recognize the meaning of some words learned through conversations, reading, and being read to	Adapt language choices to task and audience with emerging control, use some frequent general academic and content-specific words in conversation and discussion	Use language / style according to purpose, task, and audience, increase use of academic /content-specific words / expressions in speech and written text show style control in oral or written text	Use language / style according to purpose, task, and audience, wide variety of complex academic and content-specific words/phrases, use formal style in speech and writing	Use language / style according to purpose, task, and audience, wide variety of complex academic and content-specific words/phrases, use both formal / informal styles effectively,
Standard 8 Determine the meaning of words and phrases in oral presentations and literary and informational text		Date: L R	Date: L R	Date: L R	Date: L R	Date: L R
RL and RI 4 L 4,5 MP 1 SP 1 SP 8	RL and RI 4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal L 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. Use morphemes, use reference materials, use context L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. MP 1 Make sense of problems and persevere in solving them. SP 1 Asking questions (for science) and defining problems (for engineering) SP 8 Obtaining, evaluating, and communicating information	Relying heavily on context, visual aids, and knowledge of native language, recognize the meaning of few frequent words, simple phrases, and formulaic expressions	Using context, visual aids, reference materials, and knowledge of native language, determine meaning of frequent words, phrases, and expressions	Using context, some visual aids, reference materials, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions	Using context, complex visual aids, reference materials, determine the meaning of general academic and content-specific words and phrases, figurative language, and idiomatic expressions	Using context, complex visual aids, reference materials, determine the meaning of general academic and content-specific words and phrases, figurative language and idiomatic expressions
Standard 9 Create clear and coherent grade-appropriate speech and text		Date:	Date:	Date:	Date:	Date:
W 1c, 2c, 3c, 4 SL 4,6 MP 1 MP 3 SP 7 SP 8	W 1 c.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships among claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W 2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W 3 c.Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	With support and non-verbal communication, communicate basic information about an event or topic, use a narrow range of vocabulary and syntactically simple sentences	With support , tell a short sequence of events in order, introduce an informational topic, provide one or two facts about the topic, use common linking words to connect events and ideas	Tell a sequence of events, with beginning, middle, end, introduce /develop a topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions,provide a conclusion	Tell more detailed sequence of events, with sequential structure, introduce/develop a topic with facts, details, evidence, Use complex transitions to link major sections of text /speech and clarify relationships of events/	Tell complex & detailed sequence of events or, with sequential order, introduce/develop a topic with facts, details, evidence, use complex and varied transitions to link the major sections of text, speech and to clarify relationships of

	SL 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) MP 1 Make sense of problems and persevere in solving them. MP 3 Construct viable arguments and critique the reasoning of others. SP 7 Engaging in argument from evidence SP 8 Obtaining, evaluating, and communicating information				ideas, provide a concluding statement	events/ideas, provide a concluding statement
Standard 10 Make accurate name use of standard English to communicate in grade-appropriate speech and writing		Date:	Date:	Date:	Date:	Date:
L 1, 3 MP 6 SP 8	L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. MP 6 Attend to precision. SP 8 Obtaining, evaluating, and communicating information	Recognize / use a small number of frequently occurring nouns, noun phrases, verbs, con-junctions, prepositions, understand and respond to simple questions	with support: use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, produce simple and compound sentences	.With support: use simple phrases (noun, verb, adjective adverbial prepositional), use simple clauses (inde-pendent, dependent, relative, adverbial), • produce/ expand simple, compound/ complex sentences	Use complex phrases (noun, verb, adjective, adverbial, participial, prepositional), use complex clauses, pro-duce/expand simple, compound, and complex sentences	<u>Use</u> complex phrases and clauses, produce and expand simple, compound, and complex sentences.