

RPS 1: Cite evidence, summarize, analyze, and evaluate ideas in informational text.								
	4	3.5	3	2.5	2	1.5	1	0
RPS 1.1 I can use <u>evidence</u> from an informational text to support my analysis of its ideas. (RI.11-12.1)	Identifies and cites strong textual evidence from across the text to support inferences or analysis.		Identifies and cites strong textual evidence to support inferences or analysis.		Identifies and cites relevant textual evidence to support inferences or analysis.		Identifies and cites textual evidence that is loosely related to inferences or analysis.	
RPS 1.2 I can compose an objective <u>summary</u> of an informational text. (RI.11-12.2)	Summary of the text is accurate, complete, and focuses on the key points of the text.		Summary of the text is accurate and complete.		Summary of the text is accurate but incomplete or contains extraneous detail.		Summary of the text contains inaccuracies, bias, or arguable statements.	
RPS 1.3 I can determine <u>multiple central ideas</u> in an informational text and analyze how they develop. (RI.11-12.2)	Accurately describes multiple central ideas or a complex central idea in the text. Accurately demonstrates how multiple central ideas or aspects of a complex central idea interact and build over the course of the text.		Accurately describes multiple central ideas in the text. Identifies and cites key details that contribute to the development of a theme or central idea. Accurately demonstrates how multiple central ideas or aspects of a complex central idea interact.		Determines one important or recurring idea in the text. OR Determines a central idea with some inaccuracy or incompleteness. Demonstrates how some details in the text connect to a central idea.		Identifies topic of the text. OR Recounts ideas that are not significant in the text. OR Representation of central idea is indefensible or oversimplified. Discusses the development of a central idea with no or minimal reference to specific textual details.	
RPS 1.4 I can identify the <u>elements of an informational text</u> and analyze how they interact and develop. (RI.11-12.3)	Thoroughly and accurately identifies multiple ways the author develops a complex set of ideas or sequence of events. Thoroughly and accurately explains how these ideas/events interact or develop over the course of the text.		Accurately identifies multiple ways the author develops a complex set of ideas or sequence of events. Accurately explains how these ideas/events interact or develop over the course of the text.		Identifies one way the author develops a set of ideas or sequence of events. Attempts to explain how these ideas/events interact or develop, but analysis is lacking in depth or development.		States the impact of one way the author develops a set of ideas or sequence of events. Does not explain how these events interact or develop.	
RPS 1.5 I can determine the <u>meaning of words and phrases</u> as used in text. (RI.11-12.4)	Identifies and analyzes the most impactful words and/or phrases in the text. Thoroughly and accurately explains how those words/phrases are used and what they mean in context, including figurative and connotative meaning.		Identifies and analyzes words and/or phrases that impact the meaning or tone of the text. Accurately explains how those words/phrases are used and what they mean in context, including figurative and connotative meanings.		Identifies words and phrases that impact the meaning or tone of the text. Explains how those words/phrases are used and what they mean in context.		Determines the meaning of words and phrases in text, but with superficial or inaccurate discussion of context, connotation, or figurative use.	
RPS 1.6 I can analyze the impact of specific <u>word choices</u> on meaning and tone. (RI.11-12.4)	Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns. Thoroughly demonstrates how word choices affect meaning and/or tone.		Describes patterns of word choice in the text and identifies effects created by those patterns. Draws connections between word choices and meaning and/or tone.		Identifies specific effects created by patterns of word choice in the text, but may not adequately draw connections between word choices and tone.		Describes in general terms the impact of word choice in the text. OR inaccurately identifies specific effects created by patterns of word choice in the text.	

RPS 1.7 I can analyze how an author <u>structures</u> or uses language in an informational text. (RI.11-12.5)	Precisely describes the structure used in an exposition or argument. Evaluates the effectiveness of specific aspects of the structure in making points clear, convincing, and engaging in relation to the particular content, audience and/or purpose of the exposition or argument.		Accurately describes the structure used in an exposition or argument. Evaluates the effectiveness of specific aspects of the structure in making points clear, convincing, and engaging.		Describes the structure used in an exposition or argument. Evaluates the effectiveness of the structure with some incomplete reasoning.		Provides a general or vague description and evaluation of the structure used in an exposition or argument.	
RPS 1.8 I can determine and analyze a writer's <u>point of view</u> or <u>purpose</u> in a text. (RI.11-12.6)	Accurately determines author's point of view or purpose and analyzes how the writer's style creates this point of view or purpose.		Determines author's point of view or purpose and states how the writer's style creates this point of view or purpose.		Accurately determines author's purpose and/or point of view. Attempts to analyze the impact of the writer's style and content choices, but analysis may contain generalizations or need clarification.		Partially or inaccurately determines author's purpose and or point of view.	
RPS 1.9 I can analyze the impact of <u>rhetorical techniques</u> used by an author in a text. (RI.11-12.7)	Describes meaningful patterns of rhetorical techniques in the text and identifies specific effects created by those patterns. Thoroughly demonstrates how rhetorical techniques affect meaning and/or tone.		Describes meaningful patterns of rhetorical techniques in the text and identifies specific effects created by those patterns. Draws connections between rhetorical techniques and meaning and/or tone.		Identifies specific effects created by patterns of rhetorical techniques in the text.		Describes in general terms the impact of rhetoric in the text OR inaccurately identifies specific effects created by patterns of rhetorical techniques in the text.	
RPS 1.10 I can analyze how an author <u>develops an argument</u> in a text. (RI.11-12.7)	Meets requirements for a 3 <u>AND</u> ... Accurately identifies and analyzes the progression of ideas and specific relationships among components of the argument.		Accurately identifies and analyzes the text's main argument, specific claims, evidence and reasoning. Includes some description of the progression of ideas and/or the relationships among components of the argument.		Accurately identifies and analyzes the text's main argument and specific claims. Includes incomplete or inaccurate depiction of the arguments, evidence and reasoning.		Identifies and analyzes the main argument and/or specific claims of the text inaccurately, incompletely, or superficially.	
RPS 1.11 I can evaluate the <u>strength and validity</u> of an author's <u>arguments</u> . (RI.11-12.7)	Meets the requirements for a 3 <u>AND</u> ... Differentiates points that are adequately supported with relevant and sufficient evidence from points that are not, with an explanation of why.		Distinguishes between valid and invalid reasoning, indicating how reasoning is or is not valid. Evaluates the extent to which reasoning and evidence in a text support the author's claims, with attention to relevance and sufficiency of evidence throughout the text.		Distinguishes between valid and invalid reasoning in the text. Evaluates the relevance and/or sufficiency of some evidence in the text.		Provides a general evaluation of the overall validity of an argument.	

RPS 1.12 I can integrate and evaluate information from multiple sources , including primary sources, to answer a question or solve a problem. (RI.11-12.7-9)	Evaluates three or more sources of information, including text, primary sources, and material presented visually and/or quantitatively. Integrates what is learned from those sources to address a question/solve a problem.		Evaluates two sources of information, including text, primary sources, and material presented visually and/or quantitatively. Integrates what is learned from those sources to address a question/solve a problem.		Evaluates two sources of information, including text, primary sources, and material presented visually and/or quantitatively. Attempts to integrate source information, but does not fully address a question/solve a problem.		Attempts to evaluate two sources of information, but one or more sources may be inaccurate or unrelated. No primary source materials evaluated. Evaluation/ integration of source information is incomplete or inaccurate.	
RPS 2: Cite evidence, summarize, analyze, and evaluate ideas in literature.								
	4	3.5	3	2.5	2	1.5	1	0
RPS 2.1 I can use evidence from a literary text to support my analysis of its ideas. (RL.11-12.1)	Identifies and cites strong textual evidence from across the text to support inferences or analysis.		Identifies and cites strong textual evidence to support inferences or analysis.		Identifies and cites relevant textual evidence to support inferences or analysis.		Identifies and cites textual evidence that is loosely related to inferences or analysis.	
RPS 2.2 I can compose an objective summary of a literary text. (RL.11-12.2)	Summary of the text is accurate, complete, and focuses on the key points of the text.		Summary of the text is accurate and complete.		Summary of the text is accurate but incomplete or contains extraneous detail.		Summary of the text contains inaccuracies, bias, or arguable statements.	
RPS 2.3 I can identify multiple themes in a text and analyze how they develop. (RL.11-12.2)	Accurately describes multiple complex themes in the text. Identifies and cites key details that contribute to the development of the themes.		Accurately describes multiple themes in the text. Identifies and cites key details that contribute to the development of the themes.		Determines one important or recurring theme in the text. OR Determines a theme with some inaccuracy or incompleteness. Identifies and cites details that contribute to the development of the themes with some inaccuracy.		Identifies topic of the text. OR Recounts ideas that are not significant in the text. OR Representation of theme is indefensible or oversimplified. Discusses the development of the themes with minimal reference to specific text details.	
RPS 2.4 I can identify the elements of a narrative and analyze their impact. (RL.11-12.3)	Identifies multiple ways the author develops any of the following story elements: events, characters, conflicts, or themes. Skillfully and accurately analyzes the impact on the text and/or reader.		Identifies multiple ways the author develops any of the following story elements: events, characters, conflicts, themes. Accurately analyzes the impact on the text and/or the reader.		Identifies multiple ways the author develops the events, characters, conflicts, and/or themes of a text. Attempts to analyze the impact of this development, but analysis is lacking in depth or development.		States the impact of one way the author develops the events, characters, conflicts, and/or themes of a text. Does not analyze the impact of this development.	
RPS 2.5 I can determine the meaning of words and phrases as used in text. (RL.11-12.4, L.11-12.4)	Identifies and analyzes the most impactful words and/or phrases in the text. Thoroughly and accurately explains how those words/phrases are used / what they mean in context, including figurative and connotative meaning.		Identifies and analyzes words and/or phrases that impact the meaning or tone of the text. Accurately explains how those words/phrases are used, what they mean in context, including figurative and connotative meanings.		Identifies words and phrases that impact the meaning or tone of the text. Explains how those words/phrases are used / what they mean in context.		Determines the meaning of words and phrases in text, but with superficial or inaccurate discussion of context, connotation, or figurative use.	

RPS 2.6 I can analyze the <u>impact of specific word choices</u> on meaning and tone. (RL.11-12.4, L.11-12.4)	Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns. Thoroughly demonstrates how word choices affect meaning and/or tone.		Describes meaningful patterns of word choice in the text and identifies specific effects created by those patterns. Draws connections between word choices and meaning and/or tone.		Identifies specific effects created by patterns of word choice in the text.		Describes in general terms the impact of word choice in the text. OR Inaccurately identifies specific effects created by patterns of word choice in the text.	
RPS 2.7 I can analyze how an author <u>structures</u> a literary text. (RL.11-12.5)	Identifies specific structural choices that have a significant impact on the text as a whole. Thoroughly explains how the structural choices contribute to the overall structure and/or meaning of the text.		Identifies specific structural choices that have a significant impact on the text as a whole. Explains how the structural choices contribute to the overall structure and/or meaning of the text.		Identifies structural choices that have some significance in the text. Describes the impact of the choices on the overall structure and/or meaning of the text.		Describes structural features of the text with some implicit or general connections to the overall structure and/or meaning of the text.	
RPS 2.8 I can analyze <u>multiple interpretations</u> of a story, drama, or poem, evaluating how each version interprets the source text. (RL.11-12.7)	Meets requirements for a 3 AND ... Explains differences in terms of medium or purpose (e.g. constraints of different mediums, the need to directly engage a live audience, etc.)		Determines what is emphasized or significantly absent in each interpretation. Describes aesthetic impact of differences, OR differences in meaning/tone that result.		Describes, with specific details to illustrate, similarities and differences in interpretations.		Identifies similarities and differences in interpretations.	
RPS 2.9 I can compare two or more texts from the same period, explaining how each treats similar themes or topics. (RL.11-12.9)	Skillfully compares two or more foundational works of American literature. Discusses the themes/topics the texts have in common. Analyzes how they are developed or treated in each text.		Skillfully compares two foundational works of American literature. Discusses the themes/topics the texts have in common. Analyzes how they are developed or treated in each text.		Compares two foundational works of American literature. Discusses the themes/topics the texts have in common. Does not fully analyze how they are developed or treated in each text.		Compares two foundational works of American literature. Discusses the themes/topics the texts have in common. Does not fully analyze how they are developed or treated in each text.	

WPS 1: Writes argumentative texts supported by strong evidence and reasoning.								
	4	3.5	3	2.5	2	1.5	1	0
WPS 1.1 I can make a precise and knowledgeable <u>claim</u> about a given topic. CCSS Standards: W.11-12.1a, 1b, 1e, 4	Insightfully addresses all aspects of the prompt. Introduces an artful, precise, and knowledgeable claim.		Competently addresses all aspects of the prompt. Introduces a precise, knowledgeable claim.		Superficially addresses the prompt. Introduces a reasonable claim.		Incompletely addresses the prompt. Introduces a superficial or flawed claim.	
WPS 1.2 I can <u>organize</u> my writing so that it develops my claim and makes clear its <u>significance</u> .	Introduction skillfully orients reader to topic. Body paragraphs meticulously develop claim with multiple pieces of evidence and strong reasoning.		Introduction orients reader to topic. Body paragraphs thoroughly develop claim(s) with multiple pieces of evidence and reasoning.		Introduction partially orients reader to topic. Body paragraphs generally develop claim; there is a need for stronger evidence and/or reasoning in 1-2 places.		Introduction inadequately orients reader to topic. Body paragraphs inadequately develop claim; evidence and reasoning is lacking or unclear in more than 2	

CCSS Standards: W.11-12.1a, 1b, 1c, 4	Conclusion is meaningful and reflective; draws from and supports claim. Creates cohesion through skillful use of transitions within and between paragraphs.		Conclusion follows from and supports claim. Creates cohesion through transitions within and between paragraphs.		Conclusion repetitively or partially supports claim. Creates some cohesion through basic transitions within or between paragraphs.	places. Conclusion is incomplete or inadequate. Uses limited and/or inappropriate transitions .	
WPS 1.3 I can build my argument with sufficient evidence , rhetoric , and skillful acknowledgement of counterclaims . CCSS Standards: W.11-12.1b, 1c, 2b, 9	Provides substantial and pertinent, directly quoted evidence to support claim. Seamlessly integrates and correctly cites evidence. Convincingly refutes specific counterclaim(s). Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos).		Provides directly quoted evidence to support the claim, though some is superficial. Seamlessly integrates and correctly cites evidence. Refutes counterclaim(s). Uses rhetorical devices to support assertions.		Evidence is directly quoted from the source, does not adequately prove the points being made. Some source citations are incorrectly written. Acknowledges counterclaims, but incompletely refutes them. Uses some rhetorical devices to support assertions with limited success.	Provides inaccurate, little, or no evidence to support claim. Uses minimal evidence OR no direct quotes. Inconsistently OR inaccurately cites sources of text evidence. Fails to acknowledge counterclaim(s). Ineffectively or incompletely uses rhetorical devices to support assertions.	
WPS 1.4 I can use strong and persuasive reasoning to connect my evidence to my claim. CCSS Standards: W.11-12.1b, 9	Shows insightful understanding of topic/text. Uses persuasive and valid reasoning to connect evidence with claim.		Shows proficient understanding of topic/text. Uses valid reasoning to connect evidence with claim.		Shows basic understanding of the topic and/or text. Uses limited or simplistic reasoning to connect evidence with claim.	Shows minimal understanding of the topic and/or text. Reasoning does not adequately connect evidence with claim.	
WPS 1.5 I can use varied sentence structure , correct conventions , and precise word choices in my writing. CCSS Standards: L.11-12.1, 2, 3	Uses correct and varied sentence structure. Contains no errors in conventions. Skillfully uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.		Uses mostly correct and some varied sentence structure. Contains minor conventional errors, which may cause confusion. Uses academic and domain-specific vocabulary appropriate for the audience and purpose.		Uses limited and/or repetitive sentence structure. Contains some conventional errors that cause confusion. Some word choices are inappropriate for the audience and purpose.	Lacks sentence mastery (e.g., fragments/run-ons). Contains serious and pervasive conventional errors. Many word choices are inappropriate for the audience and purpose.	
WPS 1.6 I can strengthen my writing through the revision process . CCSS Standards: W.11-12.5	Produces writing that shows evidence of careful revision. Multiple drafts are submitted, with the final draft showing the strongest writing.		Produces writing that shows evidence of revision. Multiple drafts are submitted and show progress most of the time.		Produces writing that shows some evidence of revision. Some errors spotted in earlier drafts are present in the final draft, but multiple drafts of the paper are submitted.	Produces writing that shows little evidence of revision. The final draft contains errors that were spotted in earlier drafts, or only one draft of the paper is submitted.	
WPS 1.7 I can skillfully use technology to produce and publish my writing, giving careful consideration to the formatting and design of the documents containing my work.	Skillfully uses both basic and advanced features of a computer program to produce and publish writing. Finished product is formatted in a way that fits the task, audience, and purpose.		Skillfully uses the basic features of a computer program to produce and publish writing. Formatting fits the task, audience, and purpose but may contain 1-2 minor errors. Design shows proficient		Uses some of the basic features of a computer program to produce and publish writing. Formatting contains 2-3 minor errors and/or places that do not fit the task, audience, or purpose.	Uses few of the basic features of a computer program to produce and publish writing. Formatting contains major errors and/or does not fit the task, audience, or purpose well.	

CCSS Standards: ● W.11-12.6	Design shows both creativity and an advanced understanding of typography, CARP (contrast, alignment, repetition, proximity) and color theory.		understanding of typography, CARP, and color theory.		Design shows basic understanding of typography, CARP, and color theory.		Design shows minimal understanding of typography, CARP, and color theory.	
---------------------------------------	---	--	--	--	---	--	---	--

WPS 2: Writes informative texts, integrating source material with original ideas.

	4	3.5	3	2.5	2	1.5	1	0
WPS 2.1 I can write a strong, clear thesis statement about a given topic. CCSS Standards: ● W.11-12.2a ● W.11-12.4	Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement		Completely addresses all aspects of the prompt. Introduces topic(s) in a clear thesis statement.		Superficially addresses all aspects of the prompt. Introduces topic(s) in a thesis statement.		Partially addresses all aspects of the prompt. Introduces superficial or flawed topic(s) in a weak thesis statement.	
WPS 2.2 I can develop my thesis in a well-written introduction, body, and conclusion , using transitions to create cohesion between these parts of my writing. CCSS Standards: ● W.11-12.2a ● W.11-12.2c ● W.11-12.2f ● W.11-12.4	Introduction skillfully orients reader to topic(s). Body paragraphs thoroughly develop complex topic(s) with multiple supporting details. Conclusion is meaningful and reflective; follows from and supports information or explanation presented, articulating significance of the topic. Skillful use of transitions create cohesion and clarify relationships within or between paragraphs and sections.		Introduction clearly orients reader to topic(s). Body paragraphs develop complex topic(s) with multiple supporting details. Conclusion clearly and completely reviews ideas presented in the piece, articulating significance of the topic. Transitions create cohesion and clarify relationships within or between paragraphs and sections.		Introduction partially orients reader to topic(s). Body paragraphs superficially develop topic(s) with multiple supporting details. Conclusion repetitively or partially reviews ideas presented in the piece OR superficially explains significance of the topic. Transitions create some cohesion and clarify relationships within or between paragraphs and sections.		Introduction inadequately orients reader to topic(s). Body paragraphs inadequately develop topic(s) with minimal supporting details. Conclusion provides a sense of closure, but may incompletely explain significance of the topic. Uses limited or inappropriate transitions .	
WPS 2.3 I can develop my topic with evidence from credible sources and reasoning that connects my evidence to my thesis. CCSS Standards: ● W.11-12.2B ● W.11-12.9	Provides substantial and pertinent evidence to develop the topic. Effectively integrates credible source material with own ideas using signal phrases or by explaining context. Provides reasoning that clearly and accurately connects evidence to thesis. Shows insightful understanding of topic or text.		Provides sufficient and pertinent evidence to develop the topic. Integrates credible source material with own ideas using signal phrases or by explaining context. Provides reasoning that clearly and accurately connects evidence to thesis. Shows competent understanding of topic or text.		Provides limited and/or superficial evidence to develop the topic. Integrates source material with own ideas using signal phrases or by explaining context. Provides reasoning that vaguely connects evidence to thesis. Shows superficial understanding of topic or text.		Provides minimal and/or irrelevant evidence to develop the topic. Partially integrates source material; some is not introduced using signal phrases or with context. Provides reasoning, but only for some evidence OR that illogically connects evidence to thesis. Shows limited understanding of topic or text.	
WPS 2.4 I can follow a standard formatting and citation style in order to avoid plagiarism. CCSS Standard:	Student avoided plagiarism and correctly followed a standard formatting and citation method with few to no minor errors.		Student avoided plagiarism and correctly followed a standard formatting and citation method with few to no minor errors.		Student avoided plagiarism but made several minor errors in the standard formatting and citation method.		Student avoided plagiarism, but made several major errors in the standard formatting and citation method.	

W.11-12.8							
WPS 2.5 I can use varied <u>sentence structure</u> , correct <u>conventions</u> , and precise <u>word choices</u> in my writing. CCSS Standards: L.11-12.1, 2, 3	Uses correct and varied sentence structure. Contains no errors in conventions. Skillfully uses figurative language. Skillfully uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.		Uses mostly correct and some varied sentence structure. Contains minor conventional errors, which may cause confusion. Effectively uses figurative language. Uses academic and domain-specific vocabulary appropriate for the audience and purpose.		Uses limited and/or repetitive sentence structure. Contains numerous conventional errors, which cause confusion. Inadequately uses figurative language. Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.		Lacks sentence mastery (e.g., fragments/run-ons). Contains serious and pervasive conventional errors. Fails to use figurative language. Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose.
WPS 2.6 I can strengthen my writing through the <u>revision process</u> . CCSS Standards: W.11-12.5	Produces writing that shows evidence of careful revision. Multiple drafts are submitted, with the final draft showing the strongest writing.		Produces writing that shows evidence of revision. Multiple drafts are submitted and show progress most of the time.		Produces writing that shows some evidence of revision. Some errors spotted in earlier drafts are present in the final draft, but multiple drafts of the paper are submitted.		Produces writing that shows little evidence of revision. The final draft contains errors that were spotted in earlier drafts, or only one draft of the paper is submitted.
WPS 2.7 I can skillfully use <u>technology</u> to produce and publish my writing, giving careful consideration to the <u>formatting and design</u> of the documents containing my work. CCSS Standards: W.11-12.6	Skillfully uses both basic and advanced features of a computer program to produce and publish writing. Finished product is formatted in a way that fits the task, audience, and purpose. Design shows both creativity and an advanced understanding of CARP design principles (contrast, alignment, repetition, proximity) and color theory.		Skillfully uses the basic features of a computer program to produce and publish writing. Formatting fits the task, audience, and purpose but may contain 1-2 minor errors. Design shows a proficient understanding of CARP and color theory.		Uses some of the basic features of a computer program to produce and publish writing. Formatting contains 2-3 minor errors and/or places that do not fit the task, audience, or purpose. Design shows basic understanding of CARP and color theory.		Uses few of the basic features of a computer program to produce and publish writing. Formatting contains major errors and/or does not fit the task, audience, or purpose well. Design shows minimal understanding of CARP and color theory.

WPS 3: Writes narrative texts with strong focus, development, and organization.								
	4	3.5	3	2.5	2	1.5	1	0
WPS 3.1 I can write a narrative that is <u>focused</u> and has a clear <u>exposition</u> . CCSS Standards: - W.11-12.3a - W.11-12.4	The narrative, real or imagined, insightfully addresses all aspects of the prompt. Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. Expertly introduces a narrator and/or characters.		The narrative, real or imagined, competently addresses all aspects of the prompt. Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. Introduces a narrator and/or characters.		The narrative, real or imagined, superficially addresses all aspects of the prompt. Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. Introduces a narrator and/or characters.		The narrative, real or imagined, minimally addresses some aspect of the prompt. Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view. Does not introduce a narrator and/or characters.	

WPS 3.2 I can write a narrative that contains a coherent plot, a clear tone/theme, and a strong conclusion. CCSS Standards: - W.11-12.3a - W.11-12.3c - W.11-12.3e - W.11-12.4	Expertly creates a smooth sequence of events. Plot events adeptly build on one another to create a coherent whole and build toward a particular tone/theme. Conclusion skillfully follows from and reflects on what is experienced, observed or resolved over the course of the narrative.		Creates a smooth sequence of events. Plot events build on one another to create a coherent whole and build toward a particular tone/theme. Conclusion clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative.		Events are connected. Plot events build on one another to create a coherent whole or build toward a particular tone/theme. Conclusion connects to the narrated experiences or event.	Sequence of events unfolds illogically. Plot events are incoherent OR do not build toward a particular tone/theme. No conclusion OR one that is not connected to the experiences/ events of the narrative
WPS 3.3 I can develop my narrative using a variety of narrative techniques and word choices. CCSS Standards: - W.11-12.3b - W.11-12.3d	Skillfully uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Uses sophisticated, precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Uses some descriptive details, and sensory language to convey experiences and events.	Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. Uses concrete words or phrases with limited use of descriptive details and sensory language.
WPS 3.4 I can use varied sentence structure and correct conventions in my writing. CCSS Standards: L.11-12.1, 2, 3	Uses purposeful and varied sentence structure. Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization).		Uses correct and varied sentence structure. Contains few, minor errors in conventions.		Uses mostly correct and some varied sentence structure. Contains some errors in conventions which may cause confusion.	Uses limited and/or repetitive sentence structure. Contains numerous errors in conventions which cause confusion.
WPS 3.5 I can strengthen my writing through the revision process. CCSS Standards: W.11-12.5	Produces writing that shows evidence of careful revision. Multiple drafts are submitted, with the final draft showing the strongest writing.		Produces writing that shows evidence of revision. Multiple drafts are submitted and show progress most of the time.		Produces writing that shows some evidence of revision. Some errors spotted in earlier drafts are present in the final draft, but multiple drafts of the paper are submitted.	Produces writing that shows little evidence of revision. The final draft contains errors that were spotted in earlier drafts, or only one draft of the paper is submitted.
WPS 3.6 I can skillfully use technology to produce and publish my writing, giving careful consideration to the formatting and design of the documents containing my work. CCSS Standards: W.11-12.6	Skillfully uses both basic and advanced features of a computer program to produce and publish writing. Finished product is formatted in a way that fits the task, audience, and purpose. Design shows both creativity and an advanced understanding of CARP design principles (contrast, alignment, repetition, proximity) and color theory.		Skillfully uses the basic features of a computer program to produce and publish writing. Formatting fits the task, audience, and purpose but may contain 1-2 minor errors. Design shows a proficient understanding of CARP and color theory.		Uses some of the basic features of a computer program to produce and publish writing. Formatting contains 2-3 minor errors and/or places that do not fit the task, audience, or purpose. Design shows basic understanding of CARP and color theory.	Uses few of the basic features of a computer program to produce and publish writing. Formatting contains major errors and/or does not fit the task, audience, or purpose well. Design shows minimal understanding of CARP and color theory.

SLPS 1: Expresses ideas clearly and persuasively through diverse collaboration.

	4	3.5	3	2.5	2	1.5	1	0
SLPS 1.1 I can prepare for, contribute to, and respond thoughtfully to others during <u>class discussions</u> . (SL.11-12.1)	Offers enough solid and reasoned analysis, without prompting, to propel the conversation. Demonstrates deep knowledge of text and/or topic. Prepared with extensive notes and/or thoroughly annotated text. Actively evaluates other speakers' reasoning, evidence, or analysis. Offers clarification and/or follow-up that extends the conversation while acknowledging counterclaim. Often refers back to specific parts of the text. Initiates relevant discussions, encouraging others to speak as well.		Offers solid and reasoned analysis without prompting. Demonstrates good knowledge of text and/or topic. Prepared with notes and/or annotated text. Actively listens to others and offers clarification and/or follow-up while acknowledging counterclaims or opposing viewpoints. Initiates relevant discussions.		Offers some analysis, but needs prompting from the discussion leader. Demonstrates a general knowledge of the text and question. Less prepared, with few notes and no annotated text. Actively listens to others, but does not offer clarification and/or follow-up to others' comments. Relies more on opinion and less on the text to drive comments.		Offers little commentary. Unprepared for discussion, with little understanding of the text and/or topic. Does not actively listen to others; offers no commentary to further the discussion. Distracts and/or interrupts other speakers. Ignores the discussion and its participants.	
SLPS 1.2 I can <u>comprehend and analyze</u> information presented in <u>speech and video</u> . (SL.11-12.2)	Demonstrates a deep knowledge of the subject and content being presented. Uses 3 or more specific pieces of evidence given in the presentation to help answer a question or solve a problem. Evaluates the credibility and accuracy of the source(s), noting any discrepancies among the information presented.		Demonstrates knowledge of the subject and content being presented. Uses 2 specific pieces of evidence given in the presentation to help answer a question or solve a problem. Evaluates the credibility and accuracy of the source(s), noting most discrepancies among the information presented.		Demonstrates a general knowledge of the subject and content being presented. Uses 1 specific piece of evidence given in the presentation to help answer a question or solve a problem. Evaluates the credibility of the source(s) but does not note any specific discrepancies among the information presented.		Demonstrates an incomplete or inaccurate knowledge of the subject and content being presented. Uses no specific evidence given in the presentation to help answer a question or solve a problem. Inaccurately evaluates the credibility of the source(s).	
SLPS 1.3 I can <u>evaluate a speech</u> for its use of evidence, rhetoric, and other elements of persuasion. (SL.11-12.3)	Evaluates the speaker's point of view and how it contributes to his/her handling of the topic. Evaluates more than 2 instances of the speaker's use of evidence and rhetoric in contributing to the persuasiveness of the speech. Assesses more than 2 instances of word choice, points of emphasis, and tone and how they contribute to the style of the speech.		Evaluates the speaker's point of view and how it contributes to his/her handling of the topic. Evaluates 2 instances of the speaker's use of evidence and rhetoric in contributing to the persuasiveness of the speech. Assesses 2 instances of word choice, points of emphasis, and tone and how they contribute to the style of the speech.		Evaluates the speaker's point of view and how it contributes to his/her handling of the topic. Evaluates 1 instance of the speaker's use of evidence and rhetoric in contributing to the persuasiveness of the speech. Assesses 1 instance of word choice, points of emphasis, and tone and how they contribute to the style of the speech.		Does not thoroughly evaluate the speaker's point of view and how it contributes to his/her handling of the topic. Incompletely or inaccurately evaluates the speaker's use of evidence and rhetoric. Incompletely or inaccurately assesses the speaker's work choices, points of emphasis, and/or tone.	
SLPS 2: Organizes/presents information appropriate to task, purpose, and audience.								
	4	3.5	3	2.5	2	1.5	1	0

SLPS 2.1 I can present information and arguments in speech using evidence to support my ideas. (SL.11-12.4)	Presents information clearly, concisely, and logically so that audience can follow the line of reasoning. Presents information naturally and fluidly 100% of the time. Makes skillful use of notes and other materials during presentation. Practice is evident. The organization, development, substance, and style of the presentation went above and beyond expectations.		Presents information clearly, concisely, and logically so that audience can follow the line of reasoning. Presents information naturally most of the time. Avoids reading from notecards, slides, or printed copy of speech. Practice is evident. The organization, development, substance, and style of the presentation were appropriate for the purpose, audience, and task.		Presents information, findings, and supporting evidence. Relies on notecards and/or a printed draft of speech in order to present information. Presentation needs more practice. The organization, development, substance, and style of the presentation were at times inappropriate to the purpose, audience, and task.		Unclearly or incompletely presents information, findings, and supporting evidence. Lack of practice is evident. The organization, development, substance, and style of the presentation were inappropriate to the purpose, audience, and task.	
SLPS 2.2 I can use digital media in presentations to enhance others' understanding of my spoken ideas. (SL.11-12.5)	Skillfully uses 3 or more types of digital media (textual, graphical, audio, visual, or other interactive elements) in presentation to enhance audience understanding of and interest in ideas. Digital media enhances the purpose and tone of the presentation.		Uses 2 different types of digital media in presentation to enhance audience understanding of and interest in ideas. Digital media elements do not distract from the purpose of the presentation.		Uses just one type of digital media in presentation. Digital media did not enhance understanding of findings, reasoning, and evidence and/or did not add interest. Digital media elements distracted from the purpose of the message.		Use of digital media was confusing or lacking in connection to the purpose, audience, or task. Presentation was generally lacking in visual or multimedia elements.	
SLPS 2.3 I can adapt presentations to fit a given audience and occasion. (SL. 11-12.6)	Demonstrates advanced command of formal English. Shows advanced and mindful use of nonverbal communication techniques (eye contact, posture, volume, tone, gestures) appropriate for the audience, task, and purpose of the presentation.		Demonstrates proficient command of formal English. Uses eye contact, tone, and volume appropriate for the audience, task, and purpose of the presentation.		Demonstrates limited or inconsistent command of formal English. Uses eye contact, tone, and volume appropriate for the task and purpose, but does not always engage the audience.		Demonstrates weak command of formal English. Uses eye contact, tone, volume, and/or other nonverbal communication techniques that are inappropriate for the task, purpose, or audience of the presentation.	
LPS 1: Uses appropriate vocabulary and English conventions in writing/speaking.								
	4	3.5	3	2.5	2	1.5	1	0
LPS 1.1 I can use appropriate English conventions , including spelling, grammar, punctuation, and capitalization. (L.11-12.1, 2)	Writing uses Standard English conventions correctly 100% of the time.		Writing uses Standard English conventions, but makes 2-3 errors that affect clarity of expression.		Writing uses Standard English conventions, but makes 3-4 errors that affect clarity of expression.		Writing uses Standard English conventions, but makes more than 4 errors that affect clarity of expression.	
LPS 1.2 I can use precise, specific word choices in my writing that are appropriate for audience, style, and purpose. (L.11-12.6)	Uses precise, specific word choices that are appropriate for audience, style, purpose, and tone. Uses figures of speech to develop the topic and enhance style/expression.		Uses precise, specific word choices that are appropriate for audience, style, purpose, and tone. Uses figures of speech to develop the topic and enhance style/expression.		Word choices need more variety or specificity. Attempts to use figures of speech to develop the topic or enhance expression, but some are confusing or cliché.		Word choices are confusing, nonspecific, or repetitive, or communicate the wrong tone. Few figures of speech used; expression is lacking in style or clarity.	

--	--	--	--	--	--	--	--	--