

**Chelsea High School Performance Assessment: 9<sup>th</sup> & 10<sup>th</sup> GRADE ENGLISH LANGUAGE ARTS - TEXTUAL ANALYSIS**

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<p><b>ARGUMENT</b> <i>What is the evidence that the student can develop an argument?</i></p> <p>Common Core CCR Standards: W 1, 4, 5, 9</p>	<ul style="list-style-type: none"> <li>Argument is unclear, underdeveloped, or implied</li> <li>Claims are summaries or come directly from a source text</li> <li>Discussion of questions, or counter-claims (when appropriate) is unclear or absent</li> <li>Connections and conclusions are unclear or absent</li> </ul>		<ul style="list-style-type: none"> <li>Makes a somewhat clear, but general argument that reflects passive reading or thinking</li> <li>Makes unclear or irrelevant claims</li> <li>Briefly alludes to a question or counter-claim</li> <li>Draws superficial connections or conclusions</li> </ul>		<ul style="list-style-type: none"> <li>Makes a clear and well developed argument that demonstrates engaged reading and critical thinking</li> <li>Makes relevant claims that support the argument</li> <li>Acknowledges relevant questions or counter-claim when appropriate</li> <li>Draws general or broad connections or conclusions</li> </ul>		<ul style="list-style-type: none"> <li>Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking</li> <li>Makes relevant and significant claims that support the argument</li> <li>Discusses relevant questions or counter-claims when appropriate</li> <li>Makes specific connections and draws meaningful conclusions</li> </ul>
<p><b>EVIDENCE</b> <i>What is the evidence that the student can support the argument?</i></p> <p>Common Core CCR Standards: W 1, 9; RI 1, 6; RL 1, 6</p>	<ul style="list-style-type: none"> <li>Evidence presented does not connect to argument</li> <li>Makes no reference to the author, main character or narrator's point of view or purpose in a text</li> </ul>		<ul style="list-style-type: none"> <li>Refers to limited textual evidence (reasons, examples, and quotations) relevant to argument</li> <li>Identifies the author, main character, or narrator's point of view or purpose in a text</li> </ul>		<ul style="list-style-type: none"> <li>Refers to textual evidence (reasons, examples, and quotations) relevant to argument</li> <li>Determines the author, main character, or narrator's point of view or purpose in a text and its impact on overall meaning</li> </ul>		<ul style="list-style-type: none"> <li>Refers to detailed textual evidence (reasons, examples, quotations) relevant to argument</li> <li>Analyzes the author, main character, or narrator's point of view or purpose in a text and its impact on overall meaning</li> </ul>

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<p><b>ANALYSIS</b> <i>What is the evidence that the student can analyze evidence?</i></p> <p>Common Core CCR Standards: RI 1, 2, 3, 4, 5, 6; RL 1, 2, 3, 4, 5, 6, 10</p>	<ul style="list-style-type: none"> <li>• Demonstrates minimal understanding of text(s)</li> <li>• Ideas and/or claims are missing, presented haphazardly, or do not connect to the main argument</li> <li>• Makes no reference to author's choices to support central ideas or claims</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates a basic, surface-level understanding of text(s)</li> <li>• Summarizes but does not analyze or evaluate ideas or claims</li> <li>• Refers to at least one choice made by the author, but connection to central ideas or claims is unclear</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates in-depth understanding of at least one aspect of the text(s), including both explicit and inferred meanings</li> <li>• Analyzes the central ideas or sequence of events and their development over the course of the text(s)</li> <li>• Discusses at least one choice made by the author (e.g., language use, literary/rhetorical devices, organization) to support central ideas or claims</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates in-depth and comprehensive understanding of text(s) including both explicit and inferred meanings.</li> <li>• Analyzes and evaluates the central ideas or sequence of events and their development over the course of the text(s)</li> <li>• Analyzes key choices made by the author (e.g. language use, literary/rhetorical devices, organization) to support central ideas or claims</li> </ul>
<p><b>ORGANIZATION</b> <i>What is the evidence that the student can organize and structure ideas for effective communication?</i></p> <p>Common Core CCR Standards: W 1, 2, 4, 5; L 3</p>	<ul style="list-style-type: none"> <li>• Argument is unclear or absent</li> <li>• Ideas are disorganized, underdeveloped, or loosely sequenced</li> <li>• Transitions are missing, unclear or confusing</li> </ul>		<ul style="list-style-type: none"> <li>• Argument is evident but not consistently present throughout text</li> <li>• Ideas are organized but not sufficiently developed or logically sequenced</li> <li>• Transitions are used sporadically, awkwardly or in a formulaic manner</li> </ul>		<ul style="list-style-type: none"> <li>• Argument is presented clearly throughout the text</li> <li>• Ideas are sufficiently developed and organized</li> <li>• Transitions connect ideas with minor lapses, but without impeding understanding</li> </ul>		<ul style="list-style-type: none"> <li>• Argument is presented clearly and consistently throughout text, and drives the organization of the text</li> <li>• Ideas are fully developed and logically sequenced</li> <li>• Transitions connect ideas so that the argument is easily followed</li> </ul>

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<b>CONVENTIONS</b> <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>  Common Core CCR Standards: W 1, 4; L 1, 2, 3	<ul style="list-style-type: none"> <li>Writes as s/he speaks, lacks academic style/tone and vocabulary</li> <li>Has several errors in grammar, usage, and mechanics that distracts or seriously interferes with meaning</li> <li>When appropriate for the task, textual citation is missing or incorrect</li> </ul>		<ul style="list-style-type: none"> <li>Has limited control of academic style/tone and vocabulary</li> <li>Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning</li> <li>When appropriate for the task, cites textual evidence inconsistently or incorrectly</li> </ul>		<ul style="list-style-type: none"> <li>Has control of academic style/tone and vocabulary</li> <li>Minor errors in grammar, usage, and mechanics do not interfere with the reader's ability to understand the writing</li> <li>When appropriate for the task, cites textual evidence with some minor errors</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates control of academic style/tone and varied/effective word choice</li> <li>Is free from errors in grammar, usage, and mechanics</li> <li>When appropriate for the task, cites textual evidence consistently and accurately</li> </ul>

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<b>REFLECTION</b> <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>  Common Core CCR Standards: W 9, 10	<ul style="list-style-type: none"> <li>Know: Explains the topic of class when artifact was assigned.</li> <li>Do: Explanation of process, decision-making and connections to Vision of a Graduate is incomplete or unclear.</li> <li>Reflect: States what was done well and what could be improved upon.</li> </ul>		<ul style="list-style-type: none"> <li>Know: Describes some context of class (learning goals, purpose of artifact or necessary skills).</li> <li>Do: Briefly explains process, decision-making and connections to Vision of a Graduate used during the task.</li> <li>Reflect: Explains how artifact impacted self as a learner.</li> </ul>		<ul style="list-style-type: none"> <li>Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful.</li> <li>Do: Thoroughly explains process and decision-making, including connections to Vision of a Graduate, used during the task.</li> <li>Reflect: Describes how artifact impacted self &amp; own future, including growth as a writer.</li> </ul>		<ul style="list-style-type: none"> <li>Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact.</li> <li>Do: Explains process, decision-making and connections to Vision of a Graduate with detail and through lens of thinking like expert in field.</li> <li>Reflect: Describes and analyzes how artifact impacted self &amp; own future, including growth as a writer.</li> </ul>