

4.0 Score		The student:	Sample Activity(ies):
		A. In addition to score 3.0 performance, effectively and fluidly uses all K-12 language skills to add variety and interest to writing or presentations.	4.A Choose two or more selections from a particular author and write a literary analysis, incorporating evidence to support your ideas
		<i>In addition to 3.0 Score, in-depth inferences and applications that go beyond what was taught.</i>	
3.5		<i>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</i>	
PROFICIENT	3.0 Score	The student:	Sample Activity(ies):
		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Assign No Red Ink (https://www.noredink.com/) quizzes relating to specific concepts (i.e. parallel structure, dangling modifier, and other convention-related skills.)
		a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	In an assigned essay, ask students to identify and highlight different concepts (i.e. verb consistency, parallel structure, etc.)
		b. Resolve issues of complex or contested usage, consulting references	Write a short story, incorporating and identifying specific types of phrases and clauses to add variety and interest.
		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	c. Observe hyphenation conventions.		
	d. Spell correctly.		
	<i>The student exhibits no major errors or omissions.</i>		
2.5	<i>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</i>		
2.0 Score		The student:	Sample Activity(ies):
		A. Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o Misplaced modifiers, dangling modifiers, parallel structure, phrases (noun, verb, adjectival, adverbial, 	2.A Construct flashcards to learn vocabulary definitions 2.A Matching quiz on vocabulary

Grade 11/12

L.1 & L.2 (11.11.1.1 & 11.11.2.2)

participial, prepositional, absolute), clauses (independent, dependent, noun, relative, adverbial) convey, add variety, Inappropriate shifts, verb voice, verb tense

- B. Performs basic processes, such as:
- Identifying phrases and clauses within a sentence
 - Identifying misplaced and dangling modifiers.
 - Identifying parallel structure.
 - Identifying various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute)
 - Identifying various types of clauses (i.e., independent, dependent; noun, relative, adverbial)
 - Recognizing inappropriate shifts in verb voice (i.e., active vs. passive) and verb tense.

2.B Whole-class whiteboard activity with concept identification and discussion

2.B Provide students a model text with certain phrases and clauses underlined. Ask students to identify the phrase and clause types, highlighting each type with a different color (i.e. independent = blue)

2.B In groups, give students a problem to solve (i.e. identifying and fixing verb tense shifts), and the first group to get it right, gets to crumple and shoot their paper into the recycling bin

2.B Assign No Red Ink (<https://www.noredink.com/>) practice modules relating to specific concepts (i.e. parallel structure, etc.)

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.

1.0 Score With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.

0.0 Score Even with help, no understanding or skill demonstrated.