



## INVESTIGATE THE WORLD

*How effectively does the student investigate the world's complex and significant issues and ideas?*

	Emerging	Developing	Proficient	Advanced
<b>ELA11-12.INV1.IDEAS</b>	Summarizes and begins to analyze the ideas or arguments in texts.	Analyzes and begins to evaluate the ideas or arguments in texts.	Analyzes and evaluates the ideas and arguments in texts and begins to consider implications and consequences.	Analyzes and evaluates the ideas and arguments in texts by examining implication and consequences.
<b>ELA11-12.INV2.INFO</b>	Cites several sources and summarizes each of them.	Examines several sources and summarizes each of them.	Evaluates credibility of sources, and effectively synthesizes information.	Examines and evaluates the credibility of a variety of sources and effectively and skillfully synthesizes information.
<b>ELA11-12.INV3.QUSTN</b>	Generates a question focused on an issue and examines texts primarily one-dimensionally.	Generates questions focused on complex issues and examines texts multi-dimensionally.	Generates questions focused on complex issues, examines texts from multi-dimensional perspectives, and begins to consider possible implications for other issues.	Generates questions focused on complex issues, examines texts from multi-dimensional perspectives, and makes strong connections to possible implications for other issues.
<b>ELA11-12.INV4.CTATN</b>	Cites most textual evidence consistently, primarily following one accepted research format.	Cites most textual evidence consistently, using one accepted research format.	Cites all textual evidence consistently, using one accepted research format.	Cites all textual evidence accurately and consistently, using one accepted research format.

## RECOGNIZE PERSPECTIVES

*How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?*

	Emerging	Developing	Proficient	Advanced
ELA11-12.PERS1.POSTN	Describes a clear position on a global or cultural issue or theme that reflects some analysis and critical thinking.	Develops a clear position on a global or cultural issue or theme that reflects analysis and critical thinking.	Develops and maintains a convincing position on a global or cultural issue or theme that reflects coherent analysis and critical thinking.	Develops and maintains a convincing position on a global or cultural issue or theme that reflects nuanced analysis and critical thinking.
ELA11-12.PERS2.PERSP	Recognizes and begins to analyze multiple perspectives on a global or cultural issue.	Analyzes multiple perspectives on a global or cultural issue in depth.	Analyzes connections between and among multiple perspectives on a global or cultural issue.	Analyzes and evaluates connections between and among multiple perspectives on a global or cultural issue.
ELA11-12.PERS3.VIEWS	Demonstrates a general understanding of different cultural values presented in texts.	Demonstrates a general understanding of different cultural values and the varied worldviews presented in texts.	Demonstrates a clear understanding of different cultural values and the complexities of worldviews presented in texts.	Demonstrates a critical understanding of different cultural values and the complexities of worldviews presented in texts.
ELA11-12.PERS4.STYLE	Discusses author's style or use of language and begins to connect to author's cultural view.	Connects author's style or use of language as a reflection of a cultural view.	Analyzes author's style and distinctive use of language as a reflection of a cultural view.	Analyzes and evaluates author's style and distinctive use of language as a reflection of a cultural view.
ELA11-12.PERS5.CNTXT	Situates texts within their cultural or historical contexts, genres, and/or personal experience.	Situates texts within their cultural or historical contexts, genres, and/or personal experience and describes their significance and relevance.	Situates texts within their cultural and historical contexts, genres, and/or personal experience and analyzes their significance and relevance.	Situates texts within their cultural and historical contexts, genres, and/or personal experience and evaluates their significance and relevance.

## COMMUNICATE IDEAS

*How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?*

	Emerging	Developing	Proficient	Advanced
<b>ELA11-12.COMM1.THESIS</b>	Develops a thesis focused on complex ideas and organizes well-chosen, relevant information into broad categories.	Develops a thesis focused on complex ideas and makes connections between concepts and well-chosen relevant information.	Develops a thesis focused on complex ideas and builds concepts and the most significant and relevant information to present a unified whole.	Develops a sophisticated thesis focused on complex ideas and builds concepts and the most significant and relevant information to present a unified whole.
<b>ELA11-12.COMM2.CNVNT</b>	Writes with very few distracting errors in grammar, usage, and mechanics, demonstrating a grade-level appropriate use of conventions.	Writes without errors in grammar, usage, and mechanics, demonstrating a grade-level appropriate use of conventions.	Uses grammar, usage, and mechanics in a way that begins to elevate and enhance communication.	Uses grammar, usage, and mechanics in a way that elevates and enhances communication.
<b>ELA11-12.COMM3.VOICE</b>	Establishes a clear style, possesses some control of syntax, but uses a tentative voice.	Establishes and mostly maintains a clear style and objective tone with control of syntax and some confidence in voice.	Establishes and maintains a clear style and objective tone with syntactic variety and a confident voice.	Establishes and maintains a clear, strong style and objective tone with syntactic variety and a highly confident voice.
<b>ELA11-12.COMM4.TECH</b>	Uses digital technology to produce and publish products and efficiently present the relationships between information and ideas, as well as to interact and collaborate with others.	Uses digital technology to produce, publish, and update individual or collaborative products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses digital technology to produce, publish, and update individual or collaborative products in response to ongoing feedback, including new arguments or information.	Uses digital technology effectively to produce, publish, and update both individual and collaborative products, as well as to respond to and synthesize ongoing feedback, including new arguments or information.

	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<b>ELA11-12.COMM5.ARGUE</b>	Develops arguments to support claims with clear, organized reasons, relevant evidence, and addresses difference from counterclaims.	Develops arguments to support precise, knowledgeable claims in an analysis of substantive topics or texts, by establishing a relationship among claim(s), counterclaims, valid reasoning, and sufficient evidence.	Develops arguments to support precise, knowledgeable claims in an analysis of substantive topics or texts, by logically sequenced claim(s), counterclaims, valid reasoning, and sufficient evidence.	Develops sophisticated arguments to support precise, knowledgeable claims in a comprehensive analysis of substantive topics or texts, by logically sequenced claim(s), counterclaims, valid reasoning, and sufficient evidence.
<b>ELA11-12.COMM6.COLAB</b>	Demonstrates collaboration with classmates through preparedness, goal setting, open discussions, and posing and responding to questions and probes and reflects on ideas or conclusions.	Demonstrates effective collaboration with classmates through preparedness, goal setting, open discussions, and posing and responding to questions and reflects on and challenges, ideas, or conclusions.	Demonstrates effective collaboration with classmates through preparedness, goal setting, democratic discussions, and posing and responding to questions and promotes divergent, creative thinking and responds to diverse perspectives.	Demonstrates effective collaboration with classmates through preparedness, goal setting, democratic discussions, and posing and responding to questions and promotes divergent, creative thinking and synthesizes and evaluates diverse perspectives.

## TAKE ACTION

*How deeply does the student reflect on his/her learning and changed views and attitudes, and how effectively does the student develop and advocate a position or action?*

	Emerging	Developing	Proficient	Advanced
ELA11-12.ACT1.ACTN	Presents a clear position about a one-dimensional issue that calls for action.	Presents a clear position about a multi-faceted issue that calls for action.	Develops an informed position about a multi-faceted issue that calls for action.	Develops an informed position about a multi-faceted issue that leads to a new or evolved perspective and calls for action.
ELA11-12.ACT2.PRSNT	Uses language and/or multimedia to effectively present a position, either individually or collaboratively.	Uses language and multimedia to effectively present a clear position of advocacy, either individually or collaboratively.	Uses language and multimedia to effectively present clear positions of advocacy, both individually and collaboratively.	Uses language and multimedia to effectively present clear, compelling, and focused positions of advocacy, both individually and collaboratively.
ELA11-12.ACT3.CHNGE	Discusses new insights or changes in personal views or attitudes.	Discusses the connection between new insights and changes in personal views or attitudes.	Reflects on the connection between new insights and significant changes in personal views or attitudes.	Evaluates and reflects on new insights and changes in personal views or attitudes.
ELA11-12.ACT4.UNDST	Shows an understanding that choices and decisions are related to cultural, societal, or personal values and contexts.	Demonstrates a clear understanding that choices and decisions are related to cultural, societal, and personal values and contexts.	Demonstrates a clear understanding that choices and decisions are reflective of cultural, societal, and personal values and contexts.	Demonstrates a critical and detailed understanding that choices and decisions are reflective of cultural, societal, and personal values and contexts.