INVESTIGATE THE WORLD

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

	Emerging	Developing	Proficient	Advanced
ELA9-10.INV1.IDEAS	Summarizes the ideas or arguments in texts.	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.
ELA9-10.INV2.INFO	Cites a single source and summarizes some of the information.	Cites several sources and summarizes each of them.	Examines several sources and summarizes each of them.	Evaluates credibility of sources, and effectively synthesizes information.
ELA9-10.INV3.QUSTN	Generates a question somewhat focused on an issue and examines texts one-dimensionally.	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.
ELA9-10.INV4.CTATN	Cites most textual evidence consistently, using a mix of different research formats.	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.

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
ELA9-10.PERS1.POSTN	Describes a general position on a global or cultural issue.	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.
ELA9-10.PERS2.PERSP	Recognizes multiple perspectives on a global or cultural issue.	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.
ELA9-10.PERS3.VIEWS	Identifies different cultural values presented in texts.	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.
ELA9-10.PERS4.STYLE	Discusses author's style or use of language.	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.
ELA9-10.PERS5.CNTXT	Relates texts to personal experience and begins to relate to other contexts.	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.

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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
ELA9-10.COMM1.THSIS	Develops a thesis focused on a single topic and conveys ideas clearly by providing general observations and grouping related information logically.	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.
ELA9-10.COMM2.CNVNT	Writes with few distracting errors in grammar, usage, or mechanics, and demonstrates a grade-level appropriate use of conventions.	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.
ELA9-10.COMM3.VOICE	Uses precise language and domain-specific vocabulary to describe the topic.	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.
ELA9-10.COMM4.TECH	Uses digital technology to produce and publish individual and collaborative products as well as to interact with others and demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	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.

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	Emerging	Developing	Proficient	Advanced
ELA9-10.COMM5.ARGUE	Describes own opinion on topics, supporting a point of view with logically-grouped reasons backed by facts and details.	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.
ELA9-10.COMM6.COLAB	Demonstrates collaboration with classmates through preparedness, following established rules and roles, and posing and responding to questions and reviews key ideas to draw conclusions.	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.

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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
ELA9-10.ACT1.ACTN	Describes a position about a one-dimensional issue.	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.
ELA9-10.ACT2.PRSNT	Uses language and/or multimedia to present a position, either individually or collaboratively.	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.
ELA9-10.ACT3.CHNGE	Mentions new insights and changes in personal views.	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.
ELA9-10.ACT4.UNDST	Shows a general understanding of choices and decisions, but not yet relating to cultural, societal, or personal values and contexts.	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.

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