

PID	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with some independence and support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Range	11.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be resolved.
Range	11.RL.2	determines two explicit themes or central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two themes or central ideas of a text and analyzes their development over the course of the text; provides a simple objective summary of the text.	determines two or more themes or central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides an objective summary of the text.	determines two or more subtle themes or central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides a comprehensive objective summary of the text.
Range	11.RL.3	describes the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	analyzes and evaluates the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Range	11.RL.4	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Range	11.RL.5	identifies an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).	describes an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic appeal.	analyzes an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic appeal.	analyzes and evaluates the effectiveness of an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution), including how they contribute to its overall structure and meaning as well as its aesthetic appeal.
Range	11.RL.6	identifies a clear case in which grasping point of view requires distinguishing what is directly stated in a text from what is implied (e.g., satire, sarcasm, irony, or understatement).	identifies a subtle case in which grasping point of view requires distinguishing what is directly stated in a text from what is implied (e.g., satire, sarcasm, irony, or understatement).	analyzes a case in which grasping point of view requires distinguishing what is directly stated in a text from what is implied (e.g., satire, sarcasm, irony, or understatement).	analyzes multiple, subtly different interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating each version's interpretation of the source text and how that interpretation affects the overall meaning.
Range	11.RL.9	demonstrates knowledge of some eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrates knowledge of a core group of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrates knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrates thorough knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, citing evidence from two or more texts from the same period in an analysis of their treatment of similar themes or topics.
Range	11.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be resolved.
Range	11.RI.2	determines two explicit central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two central ideas of a text and analyzes their development over the course of the text; provides a simple objective summary of the text.	determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides an objective summary of the text.	determines two or more subtle central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides a comprehensive, objective summary of the text.
Range	11.RI.3	describes a set of ideas or sequence of events and identifies how specific individuals, ideas, or events interact and develop over the course of the text.	analyzes a set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.	analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.	evaluates the rhetorical effect of the presentation of a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.
Range	11.RI.4	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text; identifies how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines justice in <i>Federalist No. 10</i>).	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; describes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines justice in <i>Federalist No. 10</i>).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines justice in <i>Federalist No. 10</i>).	analyzes the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines justice in <i>Federalist No. 10</i>).
Range	11.RI.5	analyzes the structure the author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	analyzes and evaluates the effectiveness of both the structure an author uses in his or her exposition or argument and alternate structures, including whether the structure makes points clear, convincing, and engaging.
Range	11.RI.6	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective; identifies the contribution the rhetoric makes to the overall meaning and style of the text.	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective, describing how style and content contribute to the power and persuasiveness of the text.	determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power and persuasiveness of the text.	analyzes an author's point of view or purpose in a text in which the rhetoric is particularly effective; evaluates the effectiveness of the author's style and content, including their contributions to the overall meaning and style of the text.
Range	11.RI.7	integrates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	synthesizes, integrates, and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem; evaluates the effect of the proposed answer or solution.
Range	11.RI.8	delines and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	delines and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	delines and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., the <i>Federalist</i> , presidential addresses).	delines and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., the <i>Federalist</i> , presidential addresses); extrapolates and evaluates the implications of their reasoning.
Range	11.RI.9	describes the themes, purposes, and rhetorical features of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address).	performs a basic analysis of the themes, purposes, and rhetorical features of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address).	analyzes seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	refers to specific textual evidence in an analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), evaluating the implications of their reasoning.
Range	11.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. a. Introduces claim(s), states the significance of the claim(s), and establishes relationships among claim(s), reasons, and evidence. b. Develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence. d. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. e. Provides a concluding statement or section.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. a. Introduces claim(s), states the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and establishes an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both a main topic and the audience's knowledge level and concerns. c. Uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing. e. Provides a concluding statement or section that supports the argument presented.	writes arguments to support claims in an analysis of substantive topics or texts, using logical reasoning and relevant and sufficient evidence. a. Introduces precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and establishes an organization that establishes strong relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both a main topic and the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and the relationships claim(s) and counterclaims. d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. e. Provides a concluding statement or section that follows from and supports the information or explanation presented.	writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces strong and precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and establishes an organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while establishing the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. e. Provides an effective concluding statement or section that follows from and supports the argument presented.
Range	11.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the effective selection, organization, and analysis of content. a. States a topic; organizes ideas, concepts, and information to make complex ideas and distinctions. b. Develops the topic by selecting relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. c. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses topic-appropriate language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to describe the topic. e. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. f. Provides a concluding statement or section.	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the effective selection, organization, and analysis of content. a. Introduces a topic; organizes ideas, concepts, and information to make complex ideas and distinctions; includes formatting (e.g., headings, graphics (e.g., figures, tables), and multimedia) in an attempt to aid comprehension. b. Develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. c. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses topic-appropriate language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing. f. Provides a concluding statement or section that supports the information or explanation presented.	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduces a topic; organizes complex ideas, concepts, and information so that each claim is supported by data and relevant evidence; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. Develops the topic through selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. f. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes appropriate formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. Develops the topic strategically by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate and relevant to the audience's knowledge of the topic. c. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarifies the relationships among complex ideas and concepts. d. Effectively uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic and achieves a desired rhetorical effect. e. Establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. f. Provides an effective concluding statement or section that articulates the significance of the topic, and follows from and supports the information or explanation presented.
Range	11.W.4-6	produces writing in which the development, organization, and style are appropriate to the task and purpose. Strengths writing as needed by planning, revising, editing, using technology to produce and update writing products.	produces coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Strengths writing as needed by planning, revising, editing, using technology, including the Internet, to produce, publish, and update writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience. Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and effectively update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Range	11.W.7	conducts short as well as more sustained research projects to answer a given simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating an understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating an understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating an understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows, broadens, or reformulates the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.
Range	11.W.8	gathers information from multiple print and digital sources; assesses the strengths of each source in terms of the task, purpose, and audience; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source or secondary source.	gathers relevant information from multiple print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source or secondary source.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source or secondary source.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced research techniques; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; seamlessly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source or secondary source.
Range	11.SL.2	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies or biases.	integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies or biases.	effectively integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies or biases.
Range	11.SL.3	describes a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, and points of emphasis, and quality of supporting material.	describes a speaker's point of view, reasoning, and use of evidence and rhetoric, including the stance, premises, links among ideas, word choice, points of emphasis, and quality of supporting material.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and quality of supporting material.	evaluates and critiques a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing and analyzing the stance, premises, links among ideas, word choice, points of emphasis, and quality of supporting material.
Range	11.L.1	attempts to meet the conventions of standard grade level English grammar and usage when writing or speaking; (a) demonstrates the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates command of the conventions of standard grade level English grammar and usage when writing or speaking; (a) demonstrates the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates command of the conventions of standard grade level English grammar and usage when writing or speaking; (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates strong command of the conventions of standard grade level English grammar and usage when writing or speaking; (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Range	11.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing; (a) observes hyphenation conventions; (b) spells correctly.	demonstrates awareness of the conventions of standard English capitalization, punctuation, and spelling when writing; (a) attempts to observe hyphenation conventions; (b) spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing; (a) observes hyphenation conventions; (b) spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; (a) observes hyphenation conventions; (b) spells correctly.
Range	11.L.3	uses knowledge of language for comprehension when reading or listening.	uses knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tuller's <i>Artful Sentences</i>) for guidance as needed.	applies deep knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tuller's <i>Artful Sentences</i>) for guidance as needed; applies a thorough understanding of syntax to the study of complex texts when reading.	applies deep knowledge of language to understand how language functions in different contexts, to make highly effective choices for meaning or style, and to aid deep comprehension when reading or listening. Varies syntax for effect, consulting references (e.g., Tuller's <i>Artful Sentences</i>) for guidance as needed; applies a thorough understanding of syntax to the study of complex texts when reading.

Range	11.L.4	determines the meaning of unknown and multiple-meaning words and phrases by using immediate context clues and consulting general reference materials, both print and digital, to find the pronunciation of a word or determine its meaning or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines the meaning of unknown and multiple-meaning words and phrases by using context clues within the same sentence; identifying patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning grade level words and phrases by using context clues as a clue to the meaning of a word or phrase; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including above grade level content, by using context clues as a clue to the meaning of a word or phrase; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.
Range	11.L.5	recognizes figurative language and word relationships. Recognizes figures of speech in context. Recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings. Interprets figures of speech in context. Recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. Interprets figures of speech in context and analyzes their role in the text. Analyzes nuances in the meaning of words with similar denotations.	demonstrates a deep understanding of figurative language, complex word relationships, and complex nuances in word meanings. Interprets complex figures of speech in context and analyzes their role in the text. Analyzes nuances in the meaning of words with similar denotations.

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