

Ellington High School
Academic 21st Century Learning Expectation School-wide Rubric

Ellington High School Students:

	Read effectively				
Criteria	Excellence <i>Meets Grade 12 Expectations</i> 5	Approaching Excellence <i>Meets Grade 11 Expectations</i> 4	Proficient <i>Meets Grade 10 Expectations</i> 3	Approaching Proficiency <i>Grade 9 Expectations</i> 2	Not Proficient <i>Below Standards</i> 1
Supports Key Ideas Using Text Evidence RL.1/RI.1	With sophistication, student is able to incorporate strong and substantial textual evidence to thoroughly support a complex analysis.	Student is able to smoothly incorporate strong and substantial textual evidence to thoroughly support complex analysis of the text.	Student is able to support a somewhat complex analysis of the text using strong, specific and relevant textual evidence.	Student is able to support an analysis of the text incorporating specific and relevant textual evidence, but more support is needed.	Student is unable to cite appropriate text evidence that supports ideas about the text.
Summarizes Central Ideas or Themes RL.2/RI.2	Student can thoroughly and concisely summarize the central ideas or themes of a complex text and provide an insightful analysis of their development over the course of the text.	Student can concisely summarize the development of two or more themes or central ideas of a complex text by describing how they interact and build on one another.	Student can determine and summarize an important theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Student can develop a predetermined topic into a theme or identify a central idea of a text, and somewhat describe using details its development over the course of the text.	Student is unable to describe the theme or central idea of a text, or may not be able to describe its development in the text using details.
Makes Inferences RL.1/RI.1 RL.6/RI.6	When making inferences, a student can: <ul style="list-style-type: none"> • draw sophisticated and insightful conclusions about ideas in complex text • determine the impact of point of view, discourse style, and subplot development within complex texts. 	When making inferences, a student can: <ul style="list-style-type: none"> • draw insightful conclusions about implicit ideas in the texts • determine where the text leaves matters uncertain • distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony). 	When making inferences, a student can: <ul style="list-style-type: none"> • draw important conclusions about what the text suggests implicitly • distinguish between what the text explicitly states and what the text suggests • determine the author's point of view or overall purpose in the text. 	When making inferences, a student can: <ul style="list-style-type: none"> • draw accurate conclusions about what the text suggests implicitly and explicitly • determine an author's point of view or purpose in the text. 	Student is unable to make accurate inferences about the text, and/or infer what the author's point of view is.

<p>Analyzes Author's Craft and Text Structure</p> <p>RL.3/RI.3 RL.5/RI.5</p>	<p>When analyzing author's craft, a student can:</p> <ul style="list-style-type: none"> thoroughly critiques the effect of an author's choices regarding text structures, including genre-specific features or formats, and how those choices impact the interpretation of the text. 	<p>When analyzing author's craft, a student can:</p> <ul style="list-style-type: none"> thoroughly analyze how the author develops and structures complex parts of the text, including story elements, characters, ideas, or sequence of events analyze how these structures contribute to the overall meaning and aesthetic impact of the text. 	<p>When analyzing author's craft, a student can:</p> <ul style="list-style-type: none"> analyze how an author's choices concerning how to structure a text contribute to the underlying meaning of a text; describe how an author creates effects such as mystery tension, or surprise; describe how complex characters or a series of ideas or events develop over the course of a text and develop the central ideas. 	<p>When analyzing author's craft and structure, a student can accurately describe how the author has chosen to develop the central idea in a text through character actions or the orders of events/points.</p>	<p>A student may somewhat describe connections between lines or parts of text, but is unable to describe how the structures of a text contribute to the meaning of the text.</p>
<p>Analyzes Author's Word Choice</p> <p>RL.4/RI.4</p>	<p>A student can:</p> <ul style="list-style-type: none"> critique the impact of specific word choices and phrases, including figurative language, connotative meanings, words with multiple meanings or language that is particularly fresh, engaging, on the intended meaning and tone of a text. 	<p>A student can:</p> <ul style="list-style-type: none"> thoroughly analyze the impact of specific word choices and phrases, including figurative, connotative, and technical meanings, on the meaning and tone of a text. comprehend the author's intention of the word choice for the audience. 	<p>A student can:</p> <ul style="list-style-type: none"> determine the <i>impact</i> of the meaning of words and phrases as they are used in the text, including figurative and connotative meanings <u>and</u> describe the effect of these word choices on the meaning and tone in the text or author's bias. 	<p>A student can:</p> <ul style="list-style-type: none"> determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; <u>and</u> describe the effect of these words, phrases, and literary devices on meaning. 	<p>A student is unable to accurately determine the meaning of words and phrases in the text, and/or only somewhat describe the effect of these word choices on meaning.</p>
<p>Integrates Ideas Within & Across Texts</p> <p>R.7 - R.9</p>	<p>A student can thoroughly and insightfully analyze ideas within and across texts of high complexity, including:</p> <ul style="list-style-type: none"> the interrelationships among literary elements and the development of themes and topics within different texts. Synthesizing information from a variety of visual & written texts (i.e., graphs, photographs, film) to formulate an argument/thesis. 	<p>A student can provide a thorough & thoughtful analysis of the ideas within & across texts of high complexity, including:</p> <ul style="list-style-type: none"> an understanding of the interrelationships among literary elements synthesizing information from different forms of media - written & visual texts to formulate an argument/thesis. 	<p>A student can provide a thorough and thoughtful analysis of the ideas within and across texts, including:</p> <ul style="list-style-type: none"> an analysis of historical and literary texts, with consideration of author's intent; an analysis of the relationships between the themes, ideas and symbols between a literary or informational text and visual text. 	<p>A student can provide an analysis of the ideas within and across texts, including:</p> <ul style="list-style-type: none"> an analysis of historical and literary texts with some consideration of author's intent; an analysis of a visual work to demonstrate themes parallel to those in a literary text. 	<p>A student may only somewhat be able to:</p> <ul style="list-style-type: none"> identify the key points which conflict in two or more texts about the same topic; evaluate the advantages/disadvantages of using different mediums to present a particular idea.