

## 9th Grade Language Arts: GVC Rubrics

### W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing Standards 1–3 above.)

#### Score 4 MASTERY

**In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**

- For example, student uses sophisticated style and voice to enhance reader interest in his or her writing.

#### Score 3 PROFICIENT

**The student will demonstrate proficiency by incorporating the elements of an effective writing:**

- Appropriate length according to task.
- Clear organization and idea development.
- Sentence Fluency - Varying sentence lengths, structures, and transitions..
- Careful word choice appropriate to task, purpose, and audience.
- Conventions: correct spelling, grammar, punctuation, and format.

#### Score 2 APPROACHING

**The student completes task, but writing is missing one element or is weak in multiple elements of proficiency.**

#### Score 1 DEVELOPING

**With help, the student demonstrates partial success with score 2 and/or score 3 content.**

## RL and RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Score 4</b> <b>MASTERY</b>	<b>In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b> <ul style="list-style-type: none"><li><input type="checkbox"/> For example, student makes text-to-world or text-to-text connections with the evidence and implications drawn from the reading.</li></ul>
<b>Score 3</b> <b>PROFICIENT</b>	<b>The student will cite strong and thorough textual evidence:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Identify textual evidence that explicitly conveys relevant and critical details and ideas.</li><li><input type="checkbox"/> Cite multiple examples of relevant evidence in a text to support inferences.</li></ul>
<b>Score 2</b> <b>APPROACHING</b>	<b>The student cites textual evidence but ...</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Evidence is not relevant or critical.</li><li><input type="checkbox"/> Weak or insufficient examples are given to support inferences.</li></ul>
<b>Score 1</b> <b>DEVELOPING</b>	<b>With help, the student demonstrates partial success with score 2 and/or score 3 content.</b>

## **RI:(for Literature, reference RL 4) 4**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### **Score 4** **MASTERY**

**In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**

- For example, the student discovers new meaning from advanced interpretations of the text.

### **Score 3** **PROFICIENT**

**The student will determine the meaning of words and phrases:**

- Using contextual clues and reference materials (dictionaries, thesaurus, etc.) to understand the most appropriate meaning of words (figurative, connotative, and technical).
- Analyzing how an author uses specific words to create meaning and tone.

### **Score 2** **APPROACHING**

**The student determines only superficial, literal, or denotative meanings of terms, often missing contextual evidence.**

### **Score 1** **DEVELOPING**

**With help, the student demonstrates partial success with score 2 and/or score 3 content.**

## L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### Score 4

#### MASTERY

**In addition to score 3 performance, the student demonstrates in-depth applications that go beyond what was taught.**

- ❑ For example, student writes increasingly complex sentences with variety and style.

### Score 3

#### PROFICIENT

**The student will use language correctly when writing or speaking.**

- ❑ Use parallel structure
- ❑ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentation.

### Score 2

#### APPROACHING

**The student use simplistic structures and limited variety of phrases and clauses when constructing sentences and makes moderate errors when attempting parallel structure.**

### Score 1

#### DEVELOPING

**With help, the student demonstrates partial success with score 2 and/or score 3 content.**

## L. 9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

### Score 4 MASTERY

In addition to score 3 performance, the student demonstrates in-depth applications that go beyond what was taught.

- For example, students use hyphenation correctly

### Score 3 PROFICIENT

The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- In addition to previous grade level standards students will
  - use a semicolon to join two closely related complete sentences
  - use a colon to introduce a list or a quotation
  - spell correctly

### Score 2 APPROACHING

The student uses a variety of punctuation but makes moderate errors, especially with semicolons and colons.

### Score 1 DEVELOPING

With help, the student demonstrates partial success with score 2 and/or score 3 content.

## CRITICAL THINKING

Analyze informational and literary texts; identify relevant evidence; evaluate sources for both relevance and credibility; craft arguments

### Score 4 MASTERY

In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.

- For example, student is able to identify and articulate implications and connections.
- Critically and thoroughly questions all viewpoints

### Score 3 PROFICIENT

The student will demonstrate critical thinking:

- Analyzes and clearly state the main idea or issue
- Identifies relevant evidence(s)
- Acknowledges other viewpoints
- Considers context to evaluate sources for both relevance and credibility
- Draws logical conclusions

### Score 2 APPROACHING

The student summarizes (rather than analyzes) main ideas and issues, provides superficial evidence to support ideas, considers only one perspective.

### Score 1 DEVELOPING

With help, the student demonstrates partial success with score 2 and/or score 3 content.

## **COMMUNICATION:**

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.1.d)

### **Score 4** **MASTERY**

**In addition to score 3 performance, the student demonstrates more sophisticated lexical strength that enhances the communication.**

- For example, student communicates with maturity, awareness, and confidence and makes new connections in light of evidence and reasoning

### **Score 3** **PROFICIENT**

**The student will demonstrate fluent oral and written communication skills:**

- Willingly shares thoughts and ideas in oral and written activities
- Responds thoughtfully to diverse perspectives
- Summarizes points of agreement and disagreement
- Uses logical reasoning to qualify or justify their own views
- Articulates ideas clearly and coherently

### **Score 2** **APPROACHING**

**Student communicates thoughts and ideas with prompting and is slow to respond to diverse perspectives. Logic and reasoning rely on fallacies, generalizations, or clichés. Ideas are not always clearly and coherently articulated.**

### **Score 1** **DEVELOPING**

**With help, the student demonstrates partial success with score 2 and/or score 3 content.**