

**Student Baseline and Post-Instruction Checklist**  
**Common Core Essential Elements and Instructional Achievement Level Descriptors**  
**English Language Arts GRADE 9-10**

Student Name: \_\_\_\_\_ Student Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Common Core State Standard: RL.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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine which citations demonstrate what the text says explicitly.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify quotes from a text.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.2.</b> Determine the central idea of the text and select details that relate to it; recount the text.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the central idea of the text and select details that relate to it; recount the text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Distinguish between the central idea and details in a text.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify details from a text.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.3.</b> Describe interactions between characters.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Describe how characters develop and interact with other characters.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Describe interactions between characters.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the things characters do when they interact.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify words that describe characters.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including common figures of speech.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases used in a text.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify the meaning of words used in a text.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.5.** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.5.</b> Determine the sequence of events in a story or drama.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the sequence of four or more events in a story or drama.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify beginning, middle, and end of a text with a clear sequence.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify events from a story.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.6.** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.6.</b> Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Connect the experiences of characters in a story or drama from outside the U.S. with personal experience.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify the experiences of a character in a story or drama from outside the U.S.</li> </ul>	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize a character doing an action.</li> </ul>	___Y ___N

**Common Core State Standard: Integration of Knowledge and Ideas.**

**RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.7.</b> Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</li> </ul>	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</li> </ul>	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Match poetry with illustrations that represent them.</li> </ul>	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify an illustration that depicts the topic of a poem.</li> </ul>	___Y ___N

**Common Core State Standard: RL.9-10.8.** (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.8. N/A</b>		Indicate Yes or No

**Common Core State Standard: RL.9-10.9.** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.9.</b> Identify when an author references one text to another text.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine how an author has drawn upon or included references to another text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify when an author references one text to another text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify parts of two texts that are similar.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify two books on the same topic.</li> </ul>	___Y ___N

**Common Core State Standard:** Range of Reading and Level of Text Complexity.

**RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERL.9-10.10.</b> **This Essential Element references all elements above.		Indicate Yes or No

**Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Cite textual evidence to draw inferences from the text.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine which citations demonstrate what the text says explicitly as well as inferentially.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine which citations demonstrate what the text says explicitly.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify words from a text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.2.** Determine a 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; provide an objective summary of the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.2.</b> Determine the central idea of the text and select details to support it.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine central and key ideas throughout the text and identify details that support them.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the central idea of the text and select details that support it.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Retell details from the text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize a detail from text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.3.</b> Determine connections drawn between ideas or events in informational text.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine connections drawn between ideas or events to make a point in informational text.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine connections drawn between ideas or events in informational text.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize how ideas or events in a text are related.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify information from text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.4.** 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.4.</b> Determine meanings of words and phrases in informational text including figurative language.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine meanings of words and phrases in informational text including figurative language.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine meanings of words and phrases in informational text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize words and phrases used in a text.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.5.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.5.</b> Determine which sentences in a text support the claims of the author.		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine the author's claims and identify which sentences support his or her claims.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine which sentences in a text support the claims of the author.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify one detail from an article.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify a detail.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.6.</b> Determine an author's purpose or point of view.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine an author's purpose and point of view and identify an opposing point of view.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine an author's purpose or point of view.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify resource based on its author's claim.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Request a resource by topic or purpose.</li> </ul>	___Y ___N

**Common Core State Standard:** Integration of Knowledge and Ideas.

**RI.9-10.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.7.</b> Compare a selection of informational text about a		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
person with another medium.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Compare and contrast a selection from text about a person with other mediums.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Compare a selection of informational text about a person with another medium.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify that two sources refer to the same individual.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize the meaning of an informational message.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.8.</b> Delineate statements that support an argument.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use evidence and statements to support an argument.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Delineate statements that support an argument.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify a fact from a text.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize that an event occurred.</li> </ul>	___Y ___N

**Common Core State Standard: RI.9-10.9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.9.</b> Make connections between U.S. documents of historical and literary significance based on related themes and concepts.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• N/A.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Make connections between U.S. documents of historical and literary significance based on related themes and concepts.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Recognize a historical fact.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• Classify fact and fantasy.</li> </ul>	___Y ___N

**Common Core State Standard:** Range of Reading and Level of Text Complexity.

**RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EERI.9-10.10.</b> **This Literature Essential Element references all elements above.		<b>Indicate Yes or No</b>

**Common Core State Standard:** Text Types and Purposes.

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.1.a-b.</b> Write about a personal opinion and give more than one reason supporting and rejecting the claim.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Write to express an opinion with supporting information about a topic or text and a concluding statement.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Write about a personal opinion and give more than one reason supporting and rejecting the claim.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, write a claim and a reason.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.1.c.** Use 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.1.c. N/A</b>		Indicate Yes or No

**Common Core State Standard: W.9-10.1.d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.1.d. N/A</b>		Indicate Yes or No

**Common Core State Standard: W.9-10.1.e.** Provide a concluding statement or section that follows from and supports the argument presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.1.e. N/A</b>		Indicate Yes or No

**Common Core State Standard: W.9-10.2.** Write 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Write to convey ideas and information using clear organization as well as graphics and multimedia.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, write to convey ideas.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.2.c. N/A</b>		<b>Indicate Yes or No</b>

**Common Core State Standard: W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.2.d. N/A</b>		<b>Indicate Yes or No</b>

**Common Core State Standard: W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
 e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.2.e. N/A		Indicate Yes or No

**Common Core State Standard: W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
 f. Provide 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.2.f. N/A		Indicate Yes or No

**Common Core State Standard: W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
 a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  
 b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.3.</b> Select an event or personal experience and write about it. a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Introduce an experience or situation and describe it including multiple characters and events in sequence.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Introduce an experience or situation, at least one character, and describe multiple events in sequence.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Introduce an experience or situation and include at least one character or event.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, write about a personal experience.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.3.c. N/A		Indicate Yes or No

**Common Core State Standard: W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.3.d. N/A		Indicate Yes or No

**Common Core State Standard: W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.3.e. N/A		Indicate Yes or No

**Common Core State Standard:** Production and Distribution of Writing.

**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 standards 1–3 above.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.9-10.4. Produce writing that is appropriate to a particular task, purpose, and audience.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Produce writing that is appropriate to a particular task, purpose, or audience.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, produce writing that is appropriate to the task, purpose, or audience.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, write.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.5.** Develop and strengthen 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.5.</b> Develop writing by planning and revising own writing by adding more information.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Strengthen writing by planning and revising own writing and adding more information.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Develop writing by planning and revising own writing by adding more information.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, add more to writing to clarify message.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish, and update individual writing products.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, use technology to write.</li> </ul>	___Y ___N

**Common Core State Standard:** Research to Build and Present Knowledge.

**W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Conduct short research projects to answer questions posed by self and others using multiple sources of information.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Conduct short research projects to answer questions posed by self and others using multiple sources of information.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Conduct short research projects to answer questions using one or more sources of information.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, answer questions based on a text or other sources of information.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.8.</b> Select information from multiple sources and use the information to write answers to research questions.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Select information, including quotes, from multiple sources and use the information to write answers to research questions.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Select information from multiple sources and use the information to write answers to research questions.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, select information from multiple sources and use the information to write answers to research questions.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, use information from one source to answer a question.</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.9.</b> Use information from literary and informational text to support writing. <p>a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).</p>		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Determine how an author has drawn upon or</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	included references to another text.”).	
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</li> </ul>	___Y ___N

**Common Core State Standard: W.9-10.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.9.b.</b> Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Use evidence and statements to support an argument.”).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, participate in group writing activities applying Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).</li> </ul>	___Y ___N

**Common Core State Standard:** Range of Writing.

**W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEW.9-10.10.</b> Write routinely over time for a range of tasks, purposes, and audiences.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Write routinely over time for a range of tasks, purposes, and audiences.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, communicate routinely for a variety of purposes and audiences.</li> </ul>	___Y ___N

**Common Core State Standard:** Comprehension and Collaboration.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.1.</b> Initiate and participate in collaborative discussions. <ul style="list-style-type: none"> <li>a. Prepare for discussions by collecting information on the topic.</li> </ul>		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Prepare for discussions by collecting information on the topic and referring to it in the discussion.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Prepare for discussions by collecting information on the topic.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Prepare for discussions by collecting information on the topic with a group.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.1.b.</b> Work with peers to set rules for discussions.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Work with peers to set rules for discussions and follow those rules during the discussion.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Work with peers to set rules for discussions.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Follow rules for discussions.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Follow the discussion.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.1.c.</b> Ask and answer questions during a discussion.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask and answer questions during a discussion.</li> </ul>	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Ask or answer questions during a discussion.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Participate in a discussion.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

d. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.1.d.</b> Indicate agreement or disagreement with others during discussions.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Clarify own views during discussions.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Indicate agreement or disagreement with others during discussions.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>State own views during a discussion.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Participate in a discussion.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.2.</b> Determine the credibility of information presented in diverse media or formats.		<b>Indicate Yes or No</b>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine the credibility of information presented across diverse media or formats.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine the credibility of information presented in diverse media or formats.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify information presented in diverse media or formats.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>With guidance and support, identify information presented in diverse media or formats.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Identify whether claims made by a speaker regarding a known topic are fact or opinion.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Identify facts about self.</li> </ul>	___Y ___N

**Common Core State Standard:** Presentation of Knowledge and Ideas.

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.4.</b> Present information logically with an organization that is appropriate to the purpose, audience, and task.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Present information logically with an organization that is appropriate to the purpose, audience, and task.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Present information.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Communicate with peers on an assigned topic.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EESL.9-10.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Select an image or other digital media to add to a presentation.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Assist with media presentation.</li> </ul>	___Y ___N

**Common Core State Standard: SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.9-10.6. Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• N/A</li> </ul>	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.</li> </ul>	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Communicate in a variety of contexts and tasks using complete sentences when asked.</li> </ul>	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• Communicate in a variety of contexts.</li> </ul>	___Y ___N

**Common Core State Standard:** Conventions of Standard English.

**L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.\*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.1. Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/A		Indicate Yes or No

**Common Core State Standard: L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.1.b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
communication to convey information.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Use complete sentences to convey information in spoken and written English.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• Understand the meaning of words.</li> </ul>	___Y ___N

**Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.9-10.2.</b> Demonstrate understanding of use of conventions of standard English writing. <ul style="list-style-type: none"> <li>a. Use correct punctuation when writing.</li> </ul>		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• Use correct punctuation when writing.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Use correct punctuation when writing.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Use correct punctuation when writing a sentence.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• With guidance and support during shared writing, indicate the need to use any form of punctuation.</li> </ul>	___Y ___N

**Common Core State Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use a colon to introduce a list or quotation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.2.b. N/A		Indicate Yes or No

**Common Core State Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Spell correctly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• With guidance and support, spell familiar single-syllable words correctly.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• Demonstrate knowledge of capital letters.</li> </ul>	___Y ___N

**Common Core State Standard:** Knowledge of Language.

**L.9-10.3.** Apply 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.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.3. Use knowledge of language to achieve desired meaning when writing or communicating. <p>a. Write and revise work so that it communicates</p>		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
clearly to the intended audience.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>Write and revise work using knowledge of language to achieve the desired meaning for the intended audience.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Write and revise work so that it communicates clearly to the intended audience.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Write and add more to clarify intended message.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Select words to communicate desired message.</li> </ul>	___Y ___N

**Common Core State Standard:** Vocabulary Acquisition and Use.

**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.9-10.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words. a. Use context to determine the meaning of unknown words.		<b>Indicate Yes or No</b>
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Use context to determine the meaning of unknown words.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Determine meaning of a word or phrase from context in a sentence.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Recognize the meaning of word from a picture.</li> </ul>	___Y ___N

**Common Core State Standard: L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.4.b. N/A		Indicate Yes or No

**Common Core State Standard: L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.4.c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Asks for clarification when needed.</li> </ul>	___Y ___N

**Common Core State Standard: L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.9-10.4.d. See EEL.9-10.4.c. above.		Indicate Yes or No

**Common Core State Standard: L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.9-10.5.</b> Demonstrate understanding of multiple meaning of words and figurative language. a. Distinguish understanding of multiple meaning of words and figures of speech.		Indicate Yes or No
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>N/A</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>Distinguish understanding of multiple meaning of words and figures of speech.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>Recognize when a multiple meaning word is used two ways.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>Respond to the use of a word in two ways.</li> </ul>	___Y ___N

**Common Core State Standard: L.9-10.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Analyze nuances in the meaning of words with similar denotations.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.9-10.5.b. N/A</b>		Indicate Yes or No

**Common Core State Standard: L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<b>EEL.9-10.6.</b> Acquire and use general academic and domain-		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
specific words and phrases.		
<b>Level IV</b>	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> <li>• Acquire and use general academic and domain-specific words and phrases common to the student's experience.</li> </ul>	___Y ___N
<b>Level III</b>	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> <li>• Acquire and use general academic and domain-specific words and phrases.</li> </ul>	___Y ___N
<b>Level II</b>	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> <li>• Recognize general academic language.</li> </ul>	___Y ___N
<b>Level I</b>	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> <li>• Respond to general academic language.</li> </ul>	___Y ___N