

<a href="#">Literature</a>	First drafts
<a href="#">Informational</a>	
<a href="#">Writing</a>	
<a href="#">Speaking / Listening</a>	
MO StepUp	
Notes: Define subjective terms (basic, adequate, complex, etc.)	

Standard:		Evidence/Inference: draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text								
0	1	2	3	4						
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Distinguish between explicit and implicit	Draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly	Draw conclusions by citing textual evidence to support analysis of what a complex text says explicitly	Exceeds Standard Expectation	4				
		Draw conclusions from the visual elements of a text	Make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly	Make inferences by citing textual evidence to support analysis of what a complex text says explicitly						
		Recognize text-based clues; attend to relevant information	Interpret visual elements of a text	Cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text						
		Interpret visual elements of a text	Reference textual evidence to support a conclusion	Draw conclusions from the visual elements of a text						
		Make connections and begin to draw conclusions based on multiple inferences	Understand an inference is made by using background knowledge or schema + information from the text = an inference							
		Understand that inferences are put together to draw a conclusion (inference + inference + inference = drawing a conclusion)								
		Understand how various text features impact the meaning of the text								

Exceeds Standard Expectation

4

Meets Standard Expectation

3

Approaching Standard Expectation

2

Not Meeting Standard Expectation

1

No Evidence at this Time

0

Standard:		Word Meanings: determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials							
0	1	2	3	4					
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Define and identify figurative language.	Determine the meanings of words and phrases as they are used in a text, using context, affixes, or reference materials	Determine the meanings of words and phrases as they are used in a complex text, using context, affixes, or reference materials					
		Understand the difference between literal and non-literal language.	Determine the figurative meanings of words and phrases in texts, using context, affixes, or reference materials.	Determine the figurative meanings of words and phrases in complex texts, using context, affixes, or reference materials.					
		Use context clues to gain understanding.	Determine the connotative meanings of words and phrases in texts, using context, affixes, or reference materials.	Determine the connotative meanings of words and phrases in complex texts, using context, affixes, or reference materials.					
		Recognize affixes and their meanings, and understand how their use will change the meaning of a word.							
		Understand the purpose for the author's use of figurative and connotative language.							
		Understand the various reference materials which may be used to identify word meaning and how to use these reference materials.							
					Exceeds Standard Expectations		4		
					Meets Standard Expectation:		3		
					Approaching Standard Expectation:		2		
					Not Meeting Standard Expectation:		1		
					No Evidence at this Time		0		

Standard:		Theme: determine the theme(s)/central idea of a text and explain the relationship between the theme(s) and supporting evidence								
0	1	2	3	4						
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, I can perform expectations at a level two or three	Determine importance	Determine the theme(s) of a text	Determine the theme(s) of a complex text	Exceeds Standard Expectation	4				
		Understand which information is irrelevant or unnecessary	Explain the relationship between the themes and the supporting evidence of a text	Analyze theme development over the course of a complex text and support with text-based evidence					Meets Standard Expectation	3
		Identify the differences between main idea and theme	Summarize a text distinct from personal opinions	Provide an objective summary of a complex text					Approaching Standard Expectation	2
		Identify a theme of an explicit text from a list of choices							Not Meeting Standard Expectation	1
		Understand that most pieces of literature have several possible themes							No Evidence at this Time	0
		Analyze multiple pieces of evidence/events to determine a theme								
		Identify text-based evidence to support the choice of a theme								
		Identify implicit recurring patterns, characters, or events in a story to try and determine theme								
		Identify explicit patterns of characters, conflicts or events in a story to try and determine theme								
		Use schema to determine author's message								

Standard:		Point of View: analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text and analyze how an author develops his/her point of view or purpose and distinguishes it from those of others in an informational text							
0	1	2	3	4					
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Identify the character's point of view (perspective).	Analyze how an author develops the points of view (perspective) of different characters or narrators in a text.	Analyze how the differences in points of view (perspective) of the characters and the audience or reader create dramatic irony in a text.					
		Explain how an author develops the narrator's or speaker's point of view (perspective) in a text.	Analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text.						
		Identify the elements of a story							
		Understand the difference between a character and a narrator (and that they might be the same).							
		Describe how a narrator's or speaker's point of view (perspective) influences events.							
		Identify the difference between when a narrator is narrating and when a character is speaking through dialogue.							
		Understand the differences among the various points of view (first, second, third omniscient, third limited).							
		Explain how a story might be different if told from a different point of view or from a different character's perspective.							

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time:	0

Standard:		Interaction and Meaning:analyze how the setting, characters, and plot of a text affect each other and contribute to meaning			
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Identify and understand the elements of a plot.	Analyze how the setting, characters, and plot of a text affect each other.	Use complex/above grade level text to analyze how the interaction between setting, characters, and plot affect each other and contribute to meaning.	
		Compare and contrast two or more characters' actions and reactions.	Analyze how the setting contributes to meaning in a text.		
		Identify a character's role in the development of a story.	Analyze how the characters contribute to meaning in a text.		
		Analyze how characters respond or change as the plot moves toward a resolution in the text.	Analyze how the plot contributes to meaning in a text.		
		Identify reasons a character changes.			
		Identify words authors use to describe these changes.			
		Recognize that a literary piece can be divided into episodes/scenes; Identify the various episodes (scenes) in a piece of writing.			
		Describe how a particular text's plot unfolds.			

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard:		Craft and Meaning:analyze how specific word choices contribute to meaning and tone							
0	1	2	3	4	Exceeds Standard Expectati		4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Analyze how the text's organization (structure) helps the reader understand the meaning of the text.	Analyze how word choice contributes to meaning in a text.	Use complex/above grade level text to analyze how word choice contributes to meaning in a text.	Meets Standard Expectation:		3		
		Identify the importance of the author's word choice and how this word choice impacts the meaning of the passage.	Analyze how word choice contributes to tone in a text.	Use complex/above grade level text to analyze how word choice contributes to tone in a text.	Approaching Standard Expe		2		
		Understand the concept of tone and give examples.	Analyze how a text's organization contributes to meaning in the text.		Not Meeting Standard Expec		1		
		Understand the purpose of figurative language use.	Analyze how a text's overall structure contributes to meaning in the text.		No Evidence at this Time		0		
		Recognize exaggerated statements by inferring and drawing conclusions in nonfiction text.							
		Recognize contradictory statements by inferring and drawing conclusions in nonfiction text.							
		Recognize misleading statements by inferring and drawing conclusions in nonfiction text.							
		Explain the type of evidence used to support a claim.							

Standard:		Argument and Evidence: evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim			
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Identify the various features and structures of an argument.	Evaluate an author's argument in a text.	Use complex/above grade level text to evaluate an author's argument.	
		Understand what a claim is and where claims might typically be found in informational texts.	Assess whether the reasoning behind the author's argument in a text is sound.	Use complex/above grade level text to assess if evidence is sufficient to support claims.	
		Identify the author's argument in a text.	Assess whether the evidence in a text is relevant and sufficient to support the claims the author makes in a text.	Use complex/above grade level text to recognize when evidence that is irrelevant to an author's argument is introduced in a text.	
		Understand the terms "reason" and "evidence".			
		Understand the way in which author's might share their reasoning, explanations, and evidence within the writing.			
		Distinguish claims that are supported by reasons and evidence from a text from those that are not.			

  

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0



Standard: Relationships in Texts: compare and contrast how two or more authors writing about the same topic make decisions about craft and structure							Exceeds Standard Expectati		4				
0	1	2	3	4						Meets Standard Expectation:		3	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	A student may understand craft but not structure.	Compare and contrast how two or more authors writing about the same topic make decisions about craft.	Use complex/above grade level text to compare two more authors about the same topic.						Approaching Standard Expe		2	
		Identify the benefits of reading more than one informational source on a given topic.	Compare and contrast how two or more authors writing about the same topic make decisions about structure.	Analyze to or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.						Not Meeting Standard Expec		1	
		Recognize and identify the genre of each text being used.	Compare and contrast information presented in different media.							No Evidence at this Time		0	
		Identify various informational text structures; recognize similarities and differences between the structures of two or more texts (how the texts are organized).	Analyze how the techniques unique in each medium contribute to meaning.										
		Identify the central ideas in each text.											
		Identify the meaning of the words compare and contrast.											
		Understand that even if you are reading multiple texts about the same topic, they will likely contain different information based on the authors' perspectives and the information the authors choose to include.											

Standard:		Research: Conduct research to answer a question			
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Know the difference between literary and informational sources.	Conduct research to answer a question.	Cite compelling evidence from multiple sources.	
		Define and describe the following terms: quote, paraphrase, plagiarize.	Gather relevant print and digital sources.		
		Write an effective research question.	Use search terms effectively.		
		Conduct research to answer a question.			
		Gather relevant information from multiple print and digital sources.	Quote or paraphrase the data and conclusions of others avoiding plagiarism.		
		Understand how to use search terms.	Integrate information using a standard citation system.		
		Recognize that there are certain aspects of a source that must be identified (cited) when the source is used for research .			
		Use a standard citation system			
		Narrow the focus of their research if the subject is too broad.			

  

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard:		Research: gather relevant information from multiple print and digital resources, using search terms effectively, assess the credibility and accuracy of sources, and quote or paraphrase while avoiding plagiarism following a standard format for citation						
0	1	2	3	4				
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Understand how to use search terms.	Assess the credibility and accuracy of multiple print and digital sources.	Critically evaluate sources for relevance and credibility.				
		Assess the credibility of each source (Timeliness, Relevancy, Author, Accuracy, Purpose).	Integrate information using a standard citation system.					
		Quote or paraphrase the data and conclusions of others while avoiding plagiarism.	Use search terms effectively.					
		Use a standard citation system						

  

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard:		Development: Follow a writing process to produce: Narrative writing, including poems about real or imagined experiences that establish and maintain consistent point of view and include clearly defined characters, well-structured event sequences, narrative techniques, and relevant descriptive details.				Exceeds Standard Expectation: 4			
0	1	2	3	4	Meets Standard Expectation: 3				
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	There is little or no discernible plot or there may just be a series of events	There may be an inconsistent plot, and/or flaws may be evident	An evident plot helps to create a sense of unity and completeness though there may be minor flaws and some ideas may be loosely connected	An effective plot helps to create a sense of unity and completeness	Approaching Standard Expectation: 2				
	May be brief or there is little attempt to establish a setting, narrator and/or characters	Unevenly or minimally establishes a setting, develops narrator and/or characters	Adequately maintains setting, develops narrator/characters	Effectively establishes and maintains setting, develops narrator/characters	Not Meeting Standard Expectation: 1				
	Few or no appropriate transitional strategies may be evident	Uneven use of appropriate transitional strategies and/or little variety	Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	No Evidence at this Time: 0				
	Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident	Weak or uneven sequence of events	Adequate sequence of events from beginning to end	Natural, logical sequence of events from beginning to end					
	Opening and/or closure may be missing	Opening and closure, if present, are weak	Adequate opening and closure for audience and purpose	Effective opening and closure for audience and purpose					
	Experiences, characters, setting, and events may be vague, lack clarity or confusing	Experiences, characters, setting, and events are unevenly developed	Experiences, characters, setting, and events are adequately developed	Experiences, characters, setting and events are clearly developed					
			Adequate use of a variety of narrative techniques to develop experiences/events and/or show the responses of characters to situations	Effective use of a variety of narrative techniques to develop experiences/events and show the responses of characters to situations					

Standard: introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience	Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience
	Few or no transitional strategies are evident	Inconsistent use of transitional strategies and/or little variety	Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
	Introduction and/or conclusion may be missing	Introduction or conclusion, if present, may be weak	Adequate introduction and conclusion	Effective introduction and conclusion
	Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	Adequate progression of ideas from beginning to end; adequate connections between and among ideas	Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety
	Facts and details from source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied	Some facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied	Adequate facts and details from source materials is integrated and relevant, yet may be general	Comprehensive facts and details from source materials is integrated, relevant, and specific

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time:	0

Standard: Development: Follow a writing process to produce: Expository (informational/explanatory) writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience	Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	Claim is clear, and the focus is mostly maintained for the purpose and audience	Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience
	Few or no transitional strategies are evident	Inconsistent use of transitional strategies and/or little variety	Adequate use of transitional strategies with some variety to clarify relationships between and among ideas	Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
	Introduction and/or conclusion may be missing	Introduction or conclusion, if present, may be weak	Adequate introduction and conclusion	Effective introduction and conclusion
	Frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression	Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas	Adequate progression of ideas from beginning to end; adequate connections between and among ideas	Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety
	Alternate and opposing argument(s) may not be acknowledged	Alternate and opposing argument(s) may be confusing or not acknowledged	Alternate and opposing argument(s) are adequately acknowledged or addressed	Alternate and opposing argument(s) are clearly acknowledged or addressed
Evidence (facts and details) from source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied	Some evidence (facts and details) from source materials may be weakly integrated, imprecise, repetitive, vague, and/or copied	Adequate evidence (facts and details) from source materials is integrated and relevant, yet may be general	Comprehensive evidence from source materials (facts and details) is integrated, relevant, and specific	

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time:	0

Standard:		choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures			
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Improve word choice by utilizing tools provided such as a word wall or thesaurus	Choose precise language for the style, task and audience.	Use complex language and vocabulary appropriate for purpose and audience.	
		Vary sentence structure throughout	Convey relationships among ideas through varied sentence structure.		
	With help, a student can perform 2.0 and 3.0.				

  

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard:		demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation							
0	1	2	3	4	Exceeds Standard Expectati		4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Understand that a sentence is a complete thought that contains both a noun (subject) and a verb.	Demonstrate an adequate command of the conventions of standard English grammar.	Exhibit an extensive command of the conventions of standard English.	Meets Standard Expectation:		3		
		Demonstrate a basic command of the conventions of standard English grammar.	Demonstrate an adequate command of the conventions of standard English usage.	Edit other authors' writing for language conventions.	Approaching Standard Expe		2		
		Demonstrate a basic command of the conventions of standard English usage.	Demonstrate an adequate command of spelling.		Not Meeting Standard Expec		1		
		Demonstrate a basic command of spelling.	Demonstrate an adequate command of punctuation.		No Evidence at this Time		0		
		Demonstrate a basic command of punctuation (end of sentence punctuation, commas, apostrophes, quotation marks, parentheses...).							
		Use reference materials such as the dictionary, anchor charts, and rubrics to edit writing.							



Standard:		use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts			
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment  With help, a student can perform 2.0 and 3.0.		Arrange phrases and transitions to maintain a consistent style of writing	Use effective transitions to clarify relationships, connect ideas and signal time shifts	Demonstrate an effective and thorough ability to organize and develop writing.	Exceeds Standard Expectation: 4
					Meets Standard Expectation: 3
					Approaching Standard Expectation: 2
					Not Meeting Standard Expectation: 1
					No Evidence at this Time: 0

Standard:		Questioning: delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed				
0	1	2	3	4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	With help, a student can perform 2.0 and 3.0.	Understand collaborative conversations.	Delineate the speaker's argument and claims.	Delineate the speaker's argument and claims in complex texts.	<b>Exceeds Standard Expectati</b>	<b>4</b>
		Uses accountable talk strategies.	Evaluate the reasoning of the speaker.	Evaluate the reasoning of the speaker in complex texts.	<b>Meets Standard Expectation:</b>	<b>3</b>
		Use a graphic organizer of key points to listen for main ideas and to summarize, etc.	Pose and respond to specific questions with elaboration and detail.	Pose and respond to specific questions with elaboration and detail.	<b>Approaching Standard Expe</b>	<b>2</b>
		Recall key details from texts read aloud or from information presented orally or through other media.	Make comments that contribute to the topic, text, or issue under discussion.	Make thought-provoking comments that contribute to a topic, text, or issue under discussion.	<b>Not Meeting Standard Expec</b>	<b>1</b>
		Answer basic comprehension questions about the presentation.			<b>No Evidence at this Time</b>	<b>0</b>
		Ask questions about what is stated in the presentation to gain additional information and clarification.				
		Identify the speaker's point of view/perspective.				

Standard:		Viewpoints of Others: Acknowledge new information expressed by other including those presented in diverse media, and when warranted, modify their own view				
0	1	2	3	4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment		Show respect and listen to others who are participating in discussions.	Acknowledge new information expressed by others.	Acknowledge new information expressed by others in complex texts.	<b>Exceeds Standard Expectation:</b>	<b>4</b>
		Be respectful of those who have differing opinions.	Qualify or justify his/her own views in light of evidence presented from others' viewpoints.	Qualify or justify his/her own views in light of evidence presented from others' viewpoints in complex texts.	<b>Meets Standard Expectation:</b>	<b>3</b>
		Follow rules for discussion.			<b>Approaching Standard Expectation:</b>	<b>2</b>
					<b>Not Meeting Standard Expectation:</b>	<b>1</b>
					<b>No Evidence at this Time</b>	<b>0</b>
	With help, a student can perform 2.0 and 3.0.					