



Background Information:

- **Purpose:** This rubric is intended to support students and educators as they assess progress and completion of the performance-based graduation pathway requirements for English Language Arts.
- **Audience:** This document was written in language that is accessible to students and families, as well as educators, so that everyone can understand the expectations for successful completion of the pathway.
- **Rubric Design Considerations:**
 - Driving question: "What do we see in the student work when the student has mastered a particular **high school ELA standard**?" Each of the standards has several descriptive Indicators which describe the most important features that we will see in the student's work when the student has mastered the standard.
 - The single point rubric allows educators to assess and document their feedback to the student in a way that is more specific to the learning experience the student chose. Because this Graduation Pathway is intended to provide validation of that student's ability to meet the standards, and not a numerical grade, a yes/no judgment is all that is required.

Directions:

1. Assess a student's learning experience using the rubric provided below. Select "yes" or "no" depending on whether evidence of the indicator described is present in the student's work.
 - a. If you select "no," you must include a description of areas for improvement (Grows).
 - b. If you select "yes," you must include a description of strengths or places where there is strong evidence (Glows).
 - i. Note: You may provide both Glows and Grows when selecting "yes."
2. In order to "meet the standard," students must provide evidence for each of the indicators listed.
3. In order to complete the pathway, students must "meet the standard" for:
 - a. All of the following standards: READING (Key Ideas and Details), WRITING: Production and Distribution of Writing, WRITING: Integrate Knowledge and Ideas, and LANGUAGE: Conventions of Standard English.
 - b. The student must also choose between meeting the standard for **either** SPEAKING and LISTENING: Presentation of Knowledge and Ideas **or** WRITING: Text Types and Purposes.
4. Students are allowed to resubmit their evidence if needed. The feedback in the Glows and Grows sections should be incorporated into their revisions.

**The wording of these standards has been slightly modified to enable students to produce a wide variety of types of product including presentations.*



CHOICE STANDARDS: Two standards are listed in the section below, "**SPEAKING and LISTENING:** Presentation of Knowledge and Ideas" and "**WRITING:** Text Types and Purposes." Depending on whether the student has chosen to create an oral or written final project, the student work should be assessed using the appropriate indicators. Use this rubric to indicate whether the student has met the three indicators for **EITHER** *Speaking and Listening: Presentation of Knowledge and Ideas* (pink) **OR** *Writing: Text Types and Purposes* (blue).

ELA Focus Standard	Evidence			Glows (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard	Not Selected		
CHOICE STANDARD ONE: SPEAKING and LISTENING: Presentation of Knowledge and Ideas					
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.					
Indicator 1 The student conveys a clear and distinct perspective, idea, storyline, or argument, such that listeners can follow the line of reasoning, narrative, or meaning through the presentation.					
Indicator 2 The student acknowledges and addresses possible alternative perspectives on their argument or ideas. <i>(If the student's final product is a creative performance such as a narrative or spoken-word poetry, this indicator should be demonstrated in their text analysis.)</i>					

ELA Focus Standard	Evidence			Glow (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard	Not Selected		
Indicator 3 The student's slides, visual aids, or other props or supports for their presentation are clear, effective, and crafted with attention to detail. Their organization, substance, and style are appropriate to the purpose and audience.					

CHOICE STANDARD TWO: WRITING: Text Types and Purposes: (2) Write informative, explanatory, persuasive, or creative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and/or analysis of content.*

Indicator 1 The student conveys a clear and distinct perspective, idea, storyline, or argument, such that readers can follow the line of reasoning or narrative through the text.					
Indicator 2 The student acknowledges and addresses possible alternative perspectives on their argument or ideas <i>(If the student's final product is narrative or poetry, this indicator should be demonstrated in their text analysis)</i>					
Indicator 3 The student uses sensory, concrete, and figurative language that conveys their meaning effectively.					

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For each of the standards below, use the Evidence column to indicate whether the student has demonstrated that they have met each indicator.

ELA Focus Standard	Evidence		Glows (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard		
READING: Key Ideas and Details: (1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
Indicator 1 The student uses relevant and appropriate quotes or paraphrases from the text to help them explain their inferences and ideas about what the text says. They explain clearly why these quotes are connected to their ideas or interpretations about the text’s message or central ideas.				
Indicator 2 The student uses relevant and appropriate quotes from the text to explain where the text is ambiguous or to identify questions that the text does not answer.				
READING: Craft and Structure: (4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text				
Indicator 1 The student identifies at least 3 key words or phrases in a text, and for each one, provides interpretation of what the word means in the context of the text, and analysis of why the word is important, why the author may have chosen this word, or ways in which the author uses the word creatively.				

ELA Focus Standard	Evidence		Glow (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard		
WRITING: Production and Distribution of Writing: (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Indicator 1 The style and tone (of the writing or presentation) are well-chosen for the audience and purpose.				
Indicator 2 The organization of ideas (in the writing or presentation) is clear, and the student uses a variety of transitional strategies to clarify the relationships between and among ideas, paragraphs, and sections.				
WRITING: Integrate Knowledge and Ideas: (7) The student integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question, solve a problem, or inform creative work.*.				
Indicator 1 The student has gathered relevant information from at least five authoritative sources [including information presented in text as well as other media or formats, including interviews, infographics, videos, podcasts, observations], using advanced searches effectively. The student should use strategies beyond search engines to search for sources (including databases, interviews with experts, or consulting bibliographies).				

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ELA Focus Standard	Evidence		Glows (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard		
Indicator 2 The student has assessed the strengths and limitations of each source in terms of the task, purpose, audience, and the validity of the source. The student's analysis addresses each of these four resource elements, as defined by the National Association of Media Literacy Education : authorship, purpose, economics, and content.				
Indicator 3 The student has integrated information into the text selectively to maintain the flow of ideas, avoiding overreliance on any one source. <i>(If the student's final product is a creative product in which it would be inappropriate to include information, this indicator should be demonstrated in the text analysis)</i>				
Indicator 4 The student has avoided plagiarism by following a standard format for in-text citations and works cited list, including citations for any text generated by artificial intelligence (MLA, APA or Chicago style). <i>(If the student's final product is a creative product in which it would be inappropriate to include citations, this indicator should be demonstrated in the text analysis)</i>				
LANGUAGE: Conventions of Standard English (1): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				

ELA Focus Standard	Evidence		Glows (evidence of meeting standard)	Grows (areas for improvement)
	Meets the Standard	Does Not Meet the Standard		
Indicator 1 The student has reviewed their work for correct sentence formation and fixed grammatical errors or instances of lack of agreement. There may still be a few small errors, but they do not get in the way of the reader's or listener's understanding				
Indicator 2 The student has reviewed their work and fixed capitalization and punctuation errors. There may still be a few small errors, but they do not get in the way of the reader's or listener's understanding.				

SUMMARY TABLE

Focus Standards Result	Did the student meet ALL indicators for each of the following standards: READING (Key Ideas and Details), WRITING: Text Types and Purposes, WRITING: Production and Distribution of Writing, WRITING: Integrate Knowledge and Ideas, and LANGUAGE: Conventions of Standard English?			
		YES		NO
Choice Focus Standards Result	Did the student meet the standard for either SPEAKING and LISTENING: Presentation of Knowledge and Ideas or WRITING: Text Types and Purposes.			
		YES		NO

Final Pathway Result	If the answer to both summary questions above is YES, the student has passed their Gradation pathway.	
	If the answer to either summary questions above is NO, then the student should receive feedback, revise, and submit again.	
	 PASS	 NOT YET
Additional Comments		