

English - Frederick County Public Schools

Graduation Competencies, Performance Standards and Scoring Criteria

Discipline Specific Graduation Competency 1: Reading

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

1A	Determine one or more theme(s) or central idea(s) of complex, grade appropriate texts and analyze their development over the course of the texts, and/or how they interact and build on one another to produce a complex account (RL2 & RI2), (RL10 & RI10).
1B	Analyze the impact of the author's choices regarding how to develop, structure, and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed (RL3 & RL5), (RL10).
1C	Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10).
1D	Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10).
1E	Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10).
1F	Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).
1G	Cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis of what the complex, grade appropriate text says explicitly and implicitly (RL1 & RI1).

Discipline Specific Graduation Competency 2: Writing

Produce clear and coherent writing with relevant support for a range of tasks, purposes, and audiences

2A	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9).
2B	Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9).
2C	Conduct short or lengthy research or text based projects based on focused questions, demonstrating an understanding of the subject or text under investigation and synthesize sufficient evidence drawn from literary or informational texts (W7,8,9).
2D	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3,4,5).
2E	Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization, and style make it easy to follow the author's progression of ideas (W4).

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Discipline Specific Graduation Competency 3: Speaking and Listening

Engage effectively in a range of discussions and presentations.

3A	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1).
3B	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3).
3C	Present information, findings, and supporting evidence in a variety of mediums conveying a clear and distinct perspective (SL4,5,6).

Discipline Specific Graduation Competency 4: Language

Communicate effectively employing the conventions of standard English grammar and vocabulary usage when writing or speaking.

4A	Demonstrate command of the conventions of standard English grammar and usage and appropriate vocabulary when speaking and writing, including correct capitalization, punctuation, spelling, and appropriate MLA citations in writing. (L1,2).
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Discipline Specific Graduation Competency 1: Reading	
Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.	
1A	Determine one or more theme(s) or central idea(s) of complex, grade appropriate texts and analyze their development over the course of the texts, and/or how they interact and build on one another to produce a complex account (RL2 & RI2), (RL10 & RI10).
1B	Analyze the impact of the author’s choices regarding how to develop, structure, and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) (RL3 & RL5), (RL10).
1C	Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10).
1D	Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10).
1E	Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10).
1F	Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).
1G	Cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis of what the complex, grade appropriate text says explicitly and implicitly (RL1 & RI1).

Performance Standards Scoring Criteria for Competency 1: Reading				
Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
1A Determine one or more theme(s) or central idea(s) of complex, grade appropriate texts and analyze their development over the course of the texts, including how they interact and build on one another to produce a complex account (RL2 & RI2), (RL10 & RI10).	I can identify the theme/central idea of text	I can explain the theme statement/central idea of grade appropriate texts	I can analyze one or more themes or central ideas of grade appropriate texts.	I can analyze and evaluate a theme statement or central idea of complex, grade appropriate text and analyze and evaluate the development over the course of the text
1B Analyze the impact of the author’s choices regarding how to develop structure and relate elements of a complex, grade appropriate story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) (RL3 & RL5), (RL10).	I can identify how the structure of a text contributes to its meaning	I can correctly explain how the structure of a text contributes to its meaning	I can analyze how the structure of a text contributes to its meaning	I can analyze and evaluate how the structure of a complex, grade appropriate text contributes to the meaning of a text as a whole

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<p>1C Analyze how a particular point of view contributes to the meaning and style of a complex literary, grade appropriate text (RL6), (RL10).</p>	<p>I can identify the author's point of view</p>	<p>I can explain the author's point of view</p>	<p>I can analyze how a particular point of view contributes to the meaning and style of a text</p>	<p>I can analyze and evaluate how a particular point of view contributes to the meaning and style of a text</p>
<p>1D Analyze how an author uses rhetoric to advance the purpose in a complex informational, grade appropriate text (RI6), (RI10).</p>	<p>I can identify how an author uses rhetoric to advance their purpose</p>	<p>I can explain how an author uses rhetoric to advance their purpose</p>	<p>I can analyze how an author uses rhetoric to advance their purpose</p>	<p>I can analyze and evaluate how an author uses rhetoric to advance their purpose</p>
<p>1E Evaluate the argument and specific claims in a complex, grade appropriate text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (RI8), (RI10).</p>	<p>I can identify an argument and claim</p>	<p>I can explain the argument and claim</p>	<p>I can analyze the argument and specific claims in a text and assess whether it is valid and effective</p>	<p>I can analyze and evaluate multiple claims made in a text and evaluate their effectiveness and validity</p>
<p>1F Analyze the impact of specific word choices on meaning and tone in a complex, grade appropriate text, including words with figurative, connotative, and multiple meanings (RL4 & RI4), (RL10 & RI10).</p>	<p>I can identify the impact of specific word choices on meaning and tone in a text</p>	<p>I can explain the impact of specific word choices on meaning and tone in a text</p>	<p>I can analyze the impact of specific word choices on meaning and tone in a text</p>	<p>I can analyze and evaluate the impact of specific word choices on meaning and tone in a text, including words with figurative, connotative, and multiple meanings</p>
<p>1G Cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis of what the complex, grade appropriate text says explicitly and implicitly (RL1 & RI1).</p>	<p>I can cite textual evidence and paraphrasing to identify what the text says</p>	<p>I can cite textual evidence, to explain what the text says</p>	<p>I can cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis of what the text says</p>	<p>I can cite strong and thorough textual evidence, with in-text citations and paraphrasing, to support analysis and evaluation of what the text says</p>

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Discipline Specific Graduation Competency 2: Writing

Produce clear and coherent writing with relevant support for a range of tasks, purposes, and audiences

2A	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9).
2B	Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9).
2C	Conduct short or lengthy research or text based projects based on focused questions, demonstrating an understanding of the subject or text under investigation and synthesize sufficient evidence drawn from literary or informational texts (W7,8,9).
2D	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3,4,5).
2E	Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization, and style make it easy to follow the author's progression of ideas (W4).

Performance Standards Scoring Criteria for Competency 2: Writing

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
2A Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence drawn from literary or informational texts (W1,4,5,9).	<p>I have emerging skills in writing arguments:</p> <p>I can write a thesis/claim that minimally answers part of the question and may be appropriate to the task</p> <p>I can support my thesis/claim with minimal textual evidence</p> <p>I can provide a concluding statement</p>	<p>I have developing skills in writing argument:</p> <p>I can write a thesis/claim that partially answers the question and partially leads to analysis of the claim/thesis that is appropriate to the task</p> <p>I can support my thesis/claim with some textual evidence that begins to develop my argument and relates to all or some of the points set forth in the thesis</p> <p>I can provide a concluding statement</p>	<p>I can write arguments to support claims in an analysis of substantive topics or texts:</p> <p>I can write a strong explicit thesis/claim that addresses the prompt and leads to effective and comprehensive analysis of the claim/thesis that is consistently appropriate to the task</p> <p>I can support my thesis/claim by using clear, convincing and valid reasoning supported by relevant and sufficient textual evidence and addresses the counterclaim</p> <p>I can provide an effective concluding statement or paragraph that supports the argument presented</p>	<p>I can write arguments to support claims in an analysis and evaluation of substantive topics or texts:</p> <p>I can craft a strong insightful thesis/claim that answers the question, and can analyze topics and text to provide nuanced reasoning that artfully provides context and significance for the claim</p> <p>I can support my thesis/claim and counterclaim by using precise, clear and convincing reasoning supported by thoroughly relevant and sufficient textual evidence</p> <p>I can provide an effective concluding statement or paragraph that follows from, supports the argument, and extends or connects the context effectively to the driving question</p>

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<p>2B Write informative or analytical texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content and sufficient evidence drawn from literary or informational texts (W2,4,5,9).</p>	<p>I have emerging skills in writing informative or analytical texts:</p> <p>I can write a thesis/claim that minimally answers part of the question and may be appropriate to the task</p> <p>I can support my thesis/claim with minimal textual evidence</p> <p>I can provide a concluding statement</p>	<p>I have developing skills in writing informative or analytical texts:</p> <p>I can create an explicit thesis/claim that partially answers the question and leads to an explanation or information that is partially appropriate to the task</p> <p>I can support my thesis/claim with relevant textual evidence that begins to develop my explanation and relates to all or some of the points set forth in the thesis</p> <p>I can provide a concluding statement or section that supports my thesis/claim.</p>	<p>I can write informative or analytical texts:</p> <p>I can write a strong explicit thesis/claim that addresses the prompt and leads to effective and comprehensive analysis of the claim/thesis that is consistently appropriate to the task</p> <p>I can support my thesis/claim by using clear, convincing and valid reasoning supported by relevant and sufficient textual evidence</p> <p>I can provide an effective concluding statement or paragraph that supports the information or explanation presented</p>	<p>I can write write informative or analytical texts in an analysis and evaluation of substantive topics or texts:</p> <p>I can craft a strong insightful thesis/claim that answers the question, and can analyze topics and text to provide nuanced reasoning that artfully provides context and significance for the claim</p> <p>I can support my thesis/claim by using precise, clear and convincing reasoning supported by thoroughly relevant and sufficient textual evidence</p> <p>I can provide an effective concluding statement or paragraph that follows from, and supports the explanation, and extends or connects information effectively to the driving question</p>
<p>2C Conduct short or lengthy research or text based projects based on focused questions, demonstrating an understanding of the subject or text under investigation and synthesize sufficient evidence drawn from literary or informational texts (W7,8,9).</p>	<p>I have emerging skills in conducting short and lengthy research or text based projects:</p> <p>I can write a thesis/claim that answers part of the question and may be appropriate to the task</p> <p>I can support my thesis/claim with minimal textual evidence from my research</p> <p>I can provide a concluding statement</p>	<p>I have developing skills in conducting short and lengthy research or text based projects:</p> <p>I can create an explicit thesis/claim that partially answers the question and leads to an explanation or information that is partially appropriate to the task</p> <p>I can support my thesis/claim with relevant textual evidence that begins to develop my explanation and relates to all or some of the points set forth in the thesis</p> <p>I can provide a concluding statement or section that supports my thesis/claim.</p>	<p>I can conduct short and lengthy research or text based projects:</p> <p>I can write a strong explicit thesis/claim that addresses the prompt and leads to effective and comprehensive analysis of the claim/thesis that is consistently appropriate to the task</p> <p>I can support my thesis/claim by using clear, convincing and valid reasoning supported by relevant and sufficient textual evidence</p> <p>I can provide an effective concluding statement or paragraph that supports the information or explanation presented</p>	<p>I can conduct short and lengthy research or text based projects in an analysis and evaluation of substantive topics or texts:</p> <p>I can craft a strong insightful thesis/claim that answers the question, and can analyze topics and text to provide nuanced reasoning that artfully provides context and significance for the claim</p> <p>I can support my thesis/claim by using precise, clear and convincing reasoning supported by thoroughly relevant and sufficient textual evidence</p> <p>I can provide an effective concluding statement or paragraph that follows from, and supports the explanation, and extends or connect information effectively to the driving question</p>

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2D Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3, 4, 5).	I have emerging skills in writing narratives to develop real or imagined experiences or events	I have developing skills in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	I can write narratives that engage readers using a variety of well chosen narrative techniques, well-chosen details, and well-structured event sequences to craft cohesive and inventive plot sequence, character(s), and setting(s) that add value to the story I can employ unique point(s) of view , and build toward an intentional tone and outcome in an innovative way that smoothly conveys a particular theme or message appropriate to the prompt
2E Produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author's progression of ideas (W4).	I have emerging skills in producing and maintaining clear and coherent writing appropriate to task, purpose and audience	I have developing skills in producing and maintaining clear and coherent writing appropriate to task, purpose and audience	I can produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author's progression of ideas	I can produce and maintain clear and coherent writing appropriate to task, purpose and audience in which the development, organization and style make it easy to follow the author's progression of ideas which build on the previous ideas in an effort to create a unified whole

Discipline Specific Graduation Competency 3: Speaking and Listening

Engage effectively in a range of discussions and presentations.

3A	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1).
3B	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3).
3C	Present information, findings, and supporting evidence in a variety of mediums conveying a clear and distinct perspective (SL4,5,6).

Performance Standards Scoring Criteria for Competency 3: Speaking and Listening

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
3A Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively (SL1).	I can occasionally participate in discussions and respond to ideas	I can participate in discussions, responding to diverse perspectives and expressing ideas	I can initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively	I can initiate, lead, and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively while promoting civil discussion by synthesizing comments, claims, and evidence made of all sides of an issue

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3B Listen to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL3).	I can listen and partially or inaccurately identify a point of view, reasoning, and use of evidence and rhetoric	I can listen to explain the speaker’s point of view, reasoning, and use of evidence and rhetoric	I can listen to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	I can listen to and accurately identify, analyze and evaluate the nuances of the speaker’s point of view as it develops, point out and explain the strengths and weaknesses of reasoning, fallacies, rhetoric/word choice, links among ideas, major points, evidence/support, and tone, and make suggestions to improve the strength of the speaker's position
3C Present information, findings, and supporting evidence, conveying a clear and distinct perspective (SL4, 6).	I can present and partially or inaccurately identify some information, findings, and supporting evidence without a clear and distinct perspective	I can present and explain some information, findings, and supporting evidence without a clear and distinct perspective	I can present and explain information, findings, and supporting evidence, conveying a clear and distinct perspective	I can present information, findings, and supporting evidence, conveying a clear and distinct perspective which is logically organized with refined details and style , that offer findings and well selected supporting evidence that clearly conveys my perspective on a topic

Discipline Specific Graduation Competency 4: Language

Apply the conventions of standard English grammar and vocabulary usage when writing or speaking.

4A	Demonstrate command of the conventions of standard English grammar and usage and appropriate vocabulary when speaking and writing including correct capitalization, punctuation, spelling, and appropriate MLA citations in writing (L1,2).
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Performance Standards Scoring Criteria for Competency 4: Language

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
4A Demonstrate command of the conventions of standard English grammar and usage and appropriate vocabulary when speaking and writing including correct capitalization punctuation, spelling, and appropriate MLA citations in writing (L1,2).	I have emerging command of a few simple conventions of standard English grammar when writing or speaking and still make errors that can cause confusion for my audience	I have developing command of a variety of the conventions of standard English grammar and usage and appropriate vocabulary when writing or speaking but still make errors that can cause confusion for my audience	I can demonstrate command of the conventions of standard English grammar and usage and appropriate vocabulary when writing or speaking including correct capitalization punctuation, spelling, and appropriate MLA citations in writing	I can demonstrate command and effective use of the conventions of standard English grammar and usage and appropriate vocabulary when writing or speaking including correct capitalization punctuation, spelling, and appropriate MLA citations in writing while properly using complex conventions and varied sentence structures to enhance my ability to engage the audience

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