





































**Writing Rubric**  
**Grade 5**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>Collaborates with peers on joint writing projects of short informational and literary texts</li> <li>Uses technology where appropriate for publishing, graphics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with peers on joint writing projects of longer informational and literary texts</li> <li>Uses technology where appropriate for publishing, graphics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with peers on a variety joint writing projects of longer informational and literary texts</li> <li>Uses technology where appropriate for publishing, graphics, etc.</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>Writes short literary and informational texts sometimes independently</li> <li>Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>Uses frequently used verbs, verb types, and verb tenses appropriate for text type and discipline for familiar topics</li> <li>Uses adverbials and expands noun phrases in simple ways to enrich meaning and provide details about a familiar activity or process and enrich meaning, sometimes independently</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer literary and informational texts using appropriate organization with increasing independence</li> <li>Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>Uses a growing number of verb types and verb tenses appropriate for the text type and discipline for an increasing variety of familiar and new topics</li> <li>Expands noun phrases and uses adverbials in a growing number of ways to enrich meaning and provide details about a familiar or new activity or process and enrich meaning</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer and more detailed literary and informational texts using appropriate text organization and a growing understanding of register independently</li> <li>Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>Uses a wide variety of verb types and verb tenses appropriate for the text type and discipline for a variety of familiar and new topics</li> <li>Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning and provide details</li> </ul>

**Conversation Rubric**  
**Grade 6**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Exchanges information and ideas</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Expresses ideas</li> <li>Asks and answers <i>yes-no</i> questions</li> <li>Asks and answers <i>wh-</i> questions</li> <li>Responds using simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information</li> <li>Paraphrases key information</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information and evidence</li> <li>Paraphrases key ideas</li> <li>Builds on others' responses</li> <li>Provides useful feedback</li> </ul>
<b>Supports opinions and persuades others</b>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using basic learned phrases (e.g., <i>I think _____</i>.)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gains and/or holds the floor in conversations</li> <li>Asks for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using expanded set of learned phrases (e.g., <i>I agree with _____, but _____</i>.)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gain and/or holds the floor in conversations</li> <li>Provides counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using appropriate register</li> <li>Negotiates with or persuades others using a variety of learned phrases</li> <li>Negotiates with or persuades others using indirect reported speech (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i>)</li> <li>Negotiates with or persuades others using open responses</li> </ul>
<b>Adjusts language choices</b>	<ul style="list-style-type: none"> <li>Adjusts language choices according to social setting and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>

**Presentation Rubric**  
**Grade 6**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Listens actively</b>	<ul style="list-style-type: none"> <li>Asks and answers basic questions with prompting and substantial support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with occasional prompting and moderate support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with minimal prompting and support</li> </ul>
<b>Language choices</b>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use language to support ideas and arguments with detailed evidence with substantial support</li> <li>Explains how phrasing or different common words with similar meaning produce different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence with moderate support</li> <li>Explains how phrasing and different words with similar meaning produce shades of meaning and different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence with light support</li> <li>Explains how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience</li> </ul>
<b>Presents</b>	<ul style="list-style-type: none"> <li>Plans and delivers brief oral presentations on a variety of topics and content areas</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers longer oral presentations on a variety of topics and content areas using details and evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers oral presentations on a variety of topics, using reasoning and evidence to support ideas, as well as growing understanding of register</li> </ul>
<b>Supports Opinions</b>	<ul style="list-style-type: none"> <li>Justifies opinions by providing textual evidence or relevant background knowledge with substantial support</li> <li>Expresses attitude and opinions or tempers statements with some basic modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing relevant textual evidence or relevant background knowledge with moderate support</li> <li>Expresses attitude and opinions or tempers statements with a variety of familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing detailed and relevant textual evidence or relevant background knowledge with light support</li> <li>Expresses attitude and opinions or tempers statements with nuanced modal expressions and phrasing</li> </ul>

**Writing Rubric**  
**Grade 6**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>• Collaborates with peers on joint writing projects of short informational and literary texts</li> <li>• Uses technology where appropriate for publishing, graphics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers on joint writing projects of longer informational and literary texts</li> <li>• Uses technology where appropriate for publishing, graphics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers on a variety joint writing projects of longer informational and literary texts</li> <li>• Uses technology where appropriate for publishing, graphics, etc.</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>• Writes short literary and informational texts sometimes independently</li> <li>• Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>• Uses frequently used verbs, verb types, verb tenses, and aspects appropriate for text type and discipline for familiar topics</li> <li>• Uses simple adverbials and expands noun phrases in simple ways to enrich meaning and provide details about a familiar activity or process and enrich meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer literary and informational texts using appropriate organization with increasing independence</li> <li>• Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>• Uses a growing number of verb types, verb tenses, and aspects appropriate for the task, text type, and discipline for an increasing variety of topics</li> <li>• Expands noun phrases and uses adverbials in a growing number of ways to enrich meaning and provide details about a familiar or new activity or process and enrich meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer and more detailed literary and informational texts using appropriate text organization and a growing understanding of register independently</li> <li>• Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>• Uses various verb types, verb tenses, and aspects appropriate for the task, text type, and discipline for a variety of topics</li> <li>• Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning and provide details</li> </ul>

**Conversation Rubric**  
**Grade 7**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Exchanges information and ideas</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Expresses ideas on familiar topics</li> <li>Asks and answers <i>yes-no</i> questions</li> <li>Asks and answers <i>wh-</i> questions</li> <li>Responds using simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information</li> <li>Paraphrases key information</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information and evidence</li> <li>Paraphrases key ideas</li> <li>Builds on responses</li> <li>Provides useful feedback</li> </ul>
<b>Supports opinions and persuades others</b>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using basic learned phrases (e.g., <i>I think _____, Would you please repeat that?</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gains and/or holds the floor in conversations</li> <li>Asks for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>I agree with _____, but _____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gain and/or holds the floor in conversations</li> <li>Provides counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using appropriate register</li> <li>Negotiates with or persuades others using a variety of learned phrases</li> <li>Negotiates with or persuades others using indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>)</li> <li>Negotiates with or persuades others using open responses</li> </ul>
<b>Adapts language choice</b>	<ul style="list-style-type: none"> <li>Adjusts language choices according to social setting and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>

**Presentation Rubric**  
**Grade 7**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Listens actively</b>	<ul style="list-style-type: none"> <li>Asks and answers basic questions with prompting and substantial support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with occasional prompting and moderate support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with minimal prompting and support</li> </ul>
<b>Language choices</b>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use language to support ideas and arguments with detailed evidence when provided with substantial support</li> <li>Explains how phrasing or different common words with similar meaning produce different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence when provided with moderate support</li> <li>Explains how phrasing, different words with similar meaning, or figurative language produce shades of meaning and different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence when provided with light support</li> <li>Explains how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience</li> </ul>
<b>Presents</b>	<ul style="list-style-type: none"> <li>Plans and delivers brief informative oral presentations on familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers longer oral presentations on a variety of topics using details and evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register</li> </ul>
<b>Justifies or argues</b>	<ul style="list-style-type: none"> <li>Justifies opinions by providing some textual evidence or relevant background knowledge with substantial support</li> <li>Expresses attitude and opinions or tempers statements with familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing relevant textual evidence or relevant background knowledge with moderate support</li> <li>Expresses attitude and opinions or tempers statements with a variety of familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing detailed and relevant textual evidence or relevant background knowledge with light support</li> <li>Expresses attitude and opinions or tempers statements with nuanced modal expressions and phrasing</li> </ul>

**Writing Rubric**  
**Grade 7**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>Engages in short written exchanges with peers</li> <li>Collaborates on simple written texts on familiar topics</li> <li>Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Engages in longer written exchanges with peers</li> <li>Collaborates on more detailed written texts on a variety of topics</li> <li>Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Engages in extended written exchanges with peers</li> <li>Collaborates on complex written texts on a variety of topics</li> <li>Uses technology when appropriate</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>Writes short literary and informational texts independently</li> <li>Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>Uses a variety of verbs in different tenses and aspects appropriate for the text type and discipline</li> <li>Uses simple adverbials and expands noun phrases in simple ways to enrich meaning and provide details about a familiar activity or process</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer literary and informational texts using appropriate organization independently</li> <li>Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>Uses a variety of verbs in different tenses and aspects appropriate for the task, text type, and discipline</li> <li>Expands noun phrases and uses adverbials in a growing number of ways to enrich meaning and provide details about a familiar or new activity or process</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer and more detailed literary and informational texts using appropriate text organization and a growing understanding of register independently</li> <li>Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>Uses a variety of verbs in different tenses and aspects appropriate for the task, text type, and discipline</li> <li>Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning and provide detail</li> </ul>

**Writing Rubric** (continued)

**Grade 7**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Selects language resources</b>	<ul style="list-style-type: none"><li>• Uses a select number of general academic and domain-specific words to create some precision</li><li>• Uses knowledge of morphology to appropriately select affixes in basic ways</li></ul>	<ul style="list-style-type: none"><li>• Uses a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning</li><li>• Uses knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language</li></ul>	<ul style="list-style-type: none"><li>• Uses an expanded set of general academic and domain-specific words, synonyms, antonyms, and figurative language to create an effect, precision, and shades of meaning</li><li>• Uses knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language</li></ul>
<b>Understands text structure and cohesion</b>	<ul style="list-style-type: none"><li>• Applies basic understanding of how different text types are organized to express ideas</li><li>• Applies basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>	<ul style="list-style-type: none"><li>• Applies understanding of the organizational features of different text types</li><li>• Applies growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases with increasing cohesion</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>	<ul style="list-style-type: none"><li>• Applies understanding of the organizational structure of different text types</li><li>• Applies increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases cohesively</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>

**Conversation Rubric**  
**Grade 8**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Exchanges information and ideas</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Expresses ideas on familiar topics</li> <li>Asks and answers <i>yes-no</i> questions</li> <li>Asks and answers <i>wh-</i> questions</li> <li>Responds using simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information</li> <li>Paraphrases key information</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Follows turn-taking rules</li> <li>Asks relevant questions</li> <li>Affirms others</li> <li>Adds relevant information and evidence</li> <li>Paraphrases key ideas</li> <li>Builds on responses</li> <li>Provides useful feedback</li> </ul>
<b>Supports opinions and persuades others</b>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>I think _____, Would you please repeat that?</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gains and/or holds the floor in conversations</li> <li>Asks for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>I agree with _____, but _____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Gain and/or holds the floor in conversations</li> <li>Provides counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using appropriate register</li> <li>Negotiates with or persuades others using a variety of learned phrases</li> <li>Negotiates with or persuades others using indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, because _____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> </ul>
<b>Adjusts language choices</b>	<ul style="list-style-type: none"> <li>Adjusts language choices according to social setting and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to purpose, task, and audience</li> </ul>

**Presentation Rubric**  
**Grade 8**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Listens actively</b>	<ul style="list-style-type: none"> <li>Asks and answers basic questions with prompting and substantial support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with occasional prompting and moderate support</li> </ul>	<ul style="list-style-type: none"> <li>Asks and answers detailed questions with minimal prompting and support</li> </ul>
<b>Language choices</b>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use language to support ideas and arguments with detailed evidence when provided with substantial support</li> <li>Explains how phrasing or different common words with similar meanings produce different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence when provided with moderate support</li> <li>Explains how phrasing, different words with similar meanings, or figurative language produce shades of meaning and different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence when provided with light support</li> <li>Explains how phrasing, different words with similar meaning, or figurative language produce shades of meaning, nuances, and different effects on the audience</li> </ul>
<b>Presents</b>	<ul style="list-style-type: none"> <li>Plans and delivers brief informative oral presentations on concrete topics</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers longer oral presentations on a variety of topics using details and evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register</li> </ul>
<b>Justifies or argues</b>	<ul style="list-style-type: none"> <li>Justifies opinions by providing some textual evidence or relevant background knowledge with substantial support</li> <li>Expresses attitude and opinions or tempers statements with familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing relevant textual evidence or relevant background knowledge with moderate support</li> <li>Expresses attitude and opinions or tempers statements with a variety of familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by providing detailed and relevant textual evidence or relevant background knowledge with light support</li> <li>Expresses attitude and opinions or tempers statements with nuanced modal expressions and phrasing</li> </ul>

**Writing Rubric**  
**Grade 8**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>Engages in short written exchanges with peers</li> <li>Collaborates on simple written texts on familiar topics</li> <li>Uses technology when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in longer written exchanges with peers</li> <li>Collaborates on more detailed written texts on a variety of topics</li> <li>Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Engages in extended written exchanges with peers</li> <li>Collaborates on complex written texts on a variety of topics</li> <li>Uses technology when appropriate.</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>Writes short literary and informational texts independently</li> <li>Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>Uses a variety of verbs in different tenses and aspects appropriate for the text type and discipline</li> <li>Uses simple adverbials and expands noun phrases in simple ways to enrich meaning and provide details</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer literary and informational texts using appropriate organization independently</li> <li>Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>Uses a variety of verbs in different tenses and aspects appropriate for the task, text type, and discipline</li> <li>Expands noun phrases and uses adverbials in a growing number of ways to enrich meaning and provide details about a familiar or new activity or process</li> </ul>	<ul style="list-style-type: none"> <li>Writes longer and more detailed literary and informational texts using appropriate text organization and a growing understanding of register independently</li> <li>Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>Uses a variety of verbs in different tenses, aspects, voices, and moods appropriate for the task, text type, and discipline</li> <li>Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning and provide details</li> </ul>

**Writing Rubric** (continued)

**Grade 8**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Selects language resources</b>	<ul style="list-style-type: none"><li>• Uses a select number of general academic and domain-specific words to create some precision</li><li>• Uses knowledge of morphology to appropriately select affixes in basic ways</li></ul>	<ul style="list-style-type: none"><li>• Uses a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning</li><li>• Uses knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language</li></ul>	<ul style="list-style-type: none"><li>• Uses an expanded set of general academic and domain-specific words, synonyms, antonyms, and figurative language to create an effect, precision, and shades of meaning</li><li>• Uses knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language</li></ul>
<b>Understands text structure and cohesion</b>	<ul style="list-style-type: none"><li>• Applies understanding of how different text types are organized to express ideas</li><li>• Applies basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>	<ul style="list-style-type: none"><li>• Applies understanding of the organizational features of different text types in increasingly clear and coherent ways</li><li>• Applies growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases with increasing cohesion</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>	<ul style="list-style-type: none"><li>• Applies understanding of the organizational structure of different text types in clear and coherent ways</li><li>• Applies increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases cohesively</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>

**Conversation Rubric**  
**Grades 9-10**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Exchanges information and ideas</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Expresses ideas on familiar current events and academic topics</li> <li>Asks and answers <i>yes-no</i> questions</li> <li>Asks and answers <i>wh-</i> questions</li> <li>Responds using phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Sustains conversations on a variety of age- and grade-appropriate academic topics</li> <li>Follows turn-taking rules</li> <li>Asks and answers relevant questions</li> <li>Affirms others</li> <li>Provides additional, relevant information</li> <li>Paraphrases key information</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Sustains conversations on a variety of age- and grade-appropriate academic topics</li> <li>Follows turn-taking rules</li> <li>Asks and answers relevant, on-topic questions</li> <li>Affirms others</li> <li>Provide coherent and well-articulated comments and additional information</li> </ul>
<b>Supports opinions and persuades others</b>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>Would you say that again? I think ____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Expresses and defends opinions</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using growing number of learned phrases (e.g., <i>I see your point, but ____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Provides counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using appropriate register</li> <li>Negotiates with or persuades others using a variety of learned phrases</li> <li>Negotiates with or persuades others using indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before. However ____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Expresses and defends opinions</li> </ul>
<b>Adapts language choices</b>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context, purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context, purpose, task, and audience</li> </ul>

**Presentation Rubric**  
**Grades 9-10**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Listens actively</b>	<ul style="list-style-type: none"> <li>Demonstrates comprehension of familiar topics by asking and answering questions with prompting and substantial support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehension of a variety of topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehension of a variety of topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support</li> </ul>
<b>Language choices</b>	<ul style="list-style-type: none"> <li>Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with substantial support</li> <li>Explains how a writer’s or speaker’s choice of phrasing or specific words produces nuances and different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with moderate support</li> <li>Explains how a writer’s or speaker’s choice of phrasing or specific words produces nuances and different effects on the audiences</li> </ul>	<ul style="list-style-type: none"> <li>Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with light support</li> <li>Explains how a writer’s or speaker’s choice of a variety of different types of phrasing or words produces nuances and different effects on the audience</li> </ul>
<b>Presents</b>	<ul style="list-style-type: none"> <li>Plans and delivers brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register</li> </ul>	<ul style="list-style-type: none"> <li>Plans and delivers a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register</li> </ul>
<b>Justifies or argues</b>	<ul style="list-style-type: none"> <li>Justifies opinions by articulating some relevant textual evidence or background knowledge with visual support</li> <li>Expresses attitude and opinions or tempers statements with familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge</li> <li>Expresses attitude and opinions or tempers statements with a variety of familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>Justifies opinions or persuades others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register</li> <li>Expresses attitude and opinions or tempers statements with nuanced modal expressions</li> </ul>

**Writing Rubric**  
**Grades 9-10**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in short, grade-appropriate exchanges and projects</li> <li>• Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in increasingly complex grade-appropriate exchanges and projects</li> <li>• Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in a variety of extended exchanges and complex, grade-appropriate projects</li> <li>• Uses technology when appropriate</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>• Writes short literary and informational texts independently</li> <li>• Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>• Uses a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create short texts on familiar academic topics</li> <li>• Uses simple adverbials and expands noun phrases in simple ways to enrich meaning and provide details</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer literary and informational texts using appropriate organization and a growing understanding of register independently</li> <li>• Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>• Uses a variety of verbs in different tenses and aspects appropriate for the task, text type, and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas</li> <li>• Expands noun phrases and uses adverbials in a growing number of ways to enrich meaning and provide details about a familiar or new activity or process</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer and more detailed literary and informational texts using appropriate text organization register independently</li> <li>• Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>• Uses a variety of verbs in different tenses, aspects, voices, and moods appropriate for the task, text type, and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view</li> <li>• Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning and provide details</li> </ul>

**Writing Rubric** (continued)

**Grades 9-10**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Selects language resources</b>	<ul style="list-style-type: none"><li>• Uses familiar general academic and domain-specific words to create some precision</li><li>• Uses knowledge of morphology to appropriately select basic affixes</li></ul>	<ul style="list-style-type: none"><li>• Uses an increasing variety of grade-appropriate general academic and domain-specific academic words accurately and appropriately to produce increasingly complex texts</li><li>• Uses knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language</li></ul>	<ul style="list-style-type: none"><li>• Uses a variety of grade-appropriate general and domain-specific academic words and phrases, including persuasive language, accurately and appropriately when producing complex texts</li><li>• Uses knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language</li></ul>
<b>Understands text structure and cohesion</b>	<ul style="list-style-type: none"><li>• Applies analysis of the organizational structure of different text types</li><li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons throughout a text</li><li>• Applies knowledge of familiar language resources to make texts more cohesive</li></ul>	<ul style="list-style-type: none"><li>• Applies analysis of the organizational structure of different text types to writing increasingly clear and cohesive texts</li><li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons with increasing cohesion and with specific purposes and audiences</li><li>• Applies knowledge of a growing number of language resources to make texts more cohesive for specific purposes and audiences</li></ul>	<ul style="list-style-type: none"><li>• Applies analysis of the organizational structure of different text types to writing clear and cohesive texts</li><li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons throughout a text cohesively and for specific purposes and audiences</li><li>• Applies knowledge of a variety of language resources to make texts more cohesive and for specific purposes and audiences</li></ul>

**Writing Rubric  
Grades 11-12**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Interacts via written English</b>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in short, grade-appropriate exchanges and projects</li> <li>• Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in increasingly complex grade-appropriate exchanges and projects</li> <li>• Uses technology when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with peers to engage in a variety of extended exchanges and complex, grade-appropriate projects</li> <li>• Uses technology when appropriate</li> </ul>
<b>Writes</b>	<ul style="list-style-type: none"> <li>• Writes short literary and informational texts independently</li> <li>• Writes brief summaries of texts and experiences using complete sentences and key words</li> <li>• Uses a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create short texts on familiar academic topics</li> <li>• Uses simple adverbials and expands noun phrases to enrich meaning and provide details</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer literary and informational texts using appropriate organization and a growing understanding of register independently</li> <li>• Writes increasingly concise summaries of texts and experiences using complete sentences and key words</li> <li>• Uses a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas</li> <li>• Expands noun phrases and uses adverbials in a growing number of ways to provide details and accurately describe, explain and summarize information and ideas on a variety of personal and academic topics</li> </ul>	<ul style="list-style-type: none"> <li>• Writes longer and more detailed literary and informational texts using appropriate text organization register independently</li> <li>• Writes clear and coherent summaries of texts and experiences using complete and concise sentences and key words</li> <li>• Uses a variety of verbs in different tenses, aspects, voices, and moods appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view</li> <li>• Expands noun phrases and uses a variety of adverbials in a wide variety of ways to enrich meaning, provide details, and to describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view</li> </ul>

**Writing Rubric** (continued)  
**Grades 11-12**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Selects language resources</b>	<ul style="list-style-type: none"> <li>• Uses familiar general academic and domain-specific words to create clear texts</li> <li>• Uses knowledge of morphology to appropriately select basic affixes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an increasing variety of grade-appropriate general academic and domain-specific academic words accurately and appropriately to produce increasingly complex texts</li> <li>• Uses knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of grade-appropriate general and domain-specific academic words and phrases, including persuasive language, accurately and appropriately when producing complex texts</li> <li>• Uses knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language</li> </ul>
<b>Understands text structure and cohesion</b>	<ul style="list-style-type: none"> <li>• Applies analysis of the organizational structure of different text types</li> <li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons throughout a text</li> <li>• Applies knowledge of familiar language resources to make texts more cohesive</li> </ul>	<ul style="list-style-type: none"> <li>• Applies analysis of the organizational structure of different text types to writing increasingly clear and cohesive texts</li> <li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons with increasing cohesion and with specific purposes and audiences</li> <li>• Applies knowledge of a growing number of language resources to make texts more cohesive for specific purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Applies analysis of the organizational structure of different text types to writing clear and cohesive texts</li> <li>• Applies knowledge of familiar language resources for linking ideas, events, or reasons throughout a text cohesively and for specific purposes and audiences</li> <li>• Applies knowledge of a variety of language resources to make texts more cohesive and for specific purposes and audiences</li> </ul>

**Conversation Rubric**  
**Grades 11-12**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Exchanges information and ideas</b>	<ul style="list-style-type: none"> <li>Engages in conversations</li> <li>Expresses ideas on familiar current events and academic topics</li> <li>Asks and answers <i>yes-no</i> questions</li> <li>Asks and answers <i>wh-</i> questions</li> <li>Responds using phrases and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Sustains conversations on a variety of age- and grade-appropriate academic topics</li> <li>Follows turn-taking rules</li> <li>Asks and answers relevant, on-topic questions</li> <li>Affirms others</li> <li>Provides additional, relevant information</li> <li>Paraphrases key ideas</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Sustains conversations on a variety of age- and grade-appropriate academic topics</li> <li>Follows turn-taking rules</li> <li>Asks and answers relevant, on-topic questions</li> <li>Affirms others</li> <li>Provide coherent and well-articulated comments and additional information</li> </ul>
<b>Supports opinions and persuades others</b>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>Could you repeat that please? I believe ____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Expresses and defends opinions</li> <li>Asks for clarification or repetition</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using learned phrases (e.g., <i>You make a valid point but my view is ____.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Presents counterarguments</li> <li>Expresses and defends nuanced opinions</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates with or persuades others using appropriate register</li> <li>Negotiates with or persuades others using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue.</i>)</li> <li>Negotiates with or persuades others using open responses</li> <li>Express and defend nuanced opinions</li> </ul>
<b>Adapts language choices</b>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context, purpose, task, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts language choices according to context, purpose, task, and audience</li> </ul>

**Presentation Rubric**  
**Grades 11-12**

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>Listens actively</b>	<ul style="list-style-type: none"> <li>• Demonstrates comprehension of familiar topics by asking and answering questions with prompting and substantial support</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehension of a variety of topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehension of a variety of topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support</li> </ul>
<b>Language choices</b>	<ul style="list-style-type: none"> <li>• Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects</li> <li>• Explains how a writer’s or speaker’s choice of phrasing or specific words produces nuances and different effects on the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with moderate support</li> <li>• Explains how a writer’s or speaker’s choice of phrasing or specific words produces nuances and different effects on the audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with light support</li> <li>• Explains how a writer’s or speaker’s choice of a variety of different types of phrasing or words produces nuances and different effects on the audience</li> </ul>
<b>Presents</b>	<ul style="list-style-type: none"> <li>• Plans and delivers brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and delivers a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and delivers a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register</li> </ul>
<b>Justifies or argues</b>	<ul style="list-style-type: none"> <li>• Justifies opinions by articulating some relevant textual evidence or background knowledge with visual support</li> <li>• Expresses attitude and opinions or tempers statements with familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Justifies opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge</li> <li>• Expresses attitude and opinions or tempers statements with a variety of familiar modal expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Justifies opinions or persuades others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register</li> <li>• Expresses attitude and opinions or tempers statements with nuanced modal expressions</li> </ul>