SCORING CRITERIA

ELA
READING LITERATURE

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

RIDE Rhode Island Department of Education

SCORING CRITERIA
ELA | READING LITERATURE | K-2

Students will...
read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

A PERFORMANCE INDICATOR
Identify key details in a text. (RL.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about important details in a text.	**Ask** and **answer** questions about important details in a text.	**Ask** and **answer** who, what, where, when, why and how questions to demonstrate comprehension of the text.	**Explicitly** refer to details and examples in the text to demonstrate comprehension of the text.

B PERFORMANCE INDICATOR
Recount stories. (RL.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Recount story using pictures and/or details from the text.	**Recount** what a story is about including some details from the text.	**Recount** stories including key details.	**Summarize** the text.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING LITERATURE | K-2 *(CONTINUED)*

C PERFORMANCE INDICATOR
Determine a central message or lesson in the text. (RL.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of the message, lesson or moral of the text.	**Identify** a message or lesson of the text.	**Determine** a central message, lesson or moral of the text.	**Determine** the theme and **connect** how key details in the text convey central message, lesson or moral.

D PERFORMANCE INDICATOR
Describe how characters in the text respond to major events and challenges. (RL.K-2.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe the characters in the text.	**Describe** the characters, events and challenges in the text.	**Describe** how characters in the text respond to major events and challenges.	**Describe** how and why characters in the text respond to major events and challenges.

SCORING CRITERIA
ELA | READING LITERATURE | K-2 *(CONTINUED)*

E PERFORMANCE INDICATOR
Describe the overall structure of a text. (RL.K-2.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate some understanding of the beginning or ending of a text.	**Identify** the beginning and end of a text.	**Describe** the story structure including the purpose of the introduction and conclusion of the text..	**Describe** how the key components of the story structure impact the text.

F PERFORMANCE INDICATOR
Identify the differences in the points of view of characters in the text. (RL.K-2.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about who is telling the story at various points of the text.	**Identify** who is telling the story at various points of the text.	**Recognize** that characters in a story have differing points of view. And voice these differences when reading the text aloud..	**Describe** how characters have different points of view.

SCORING CRITERIA
ELA | READING LITERATURE | K-2 *(CONTINUED)*

G PERFORMANCE INDICATOR
Compare and contrast multiple versions of the same story. (RL.K-2.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the actions of the characters across multiple versions of the same story.	**Describe** what is the same and different about the actions of character(s) in two versions of the same story.	**Compare** and **contrast** how multiple versions of the same story.	**Compare** and **contrast** how multiple versions of the same story, including a description of themes or central messages.

H PERFORMANCE INDICATOR
Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)*

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of words when blending, segmenting and deleting onsets and rimes in single-syllable words.	**Use** word decoding strategies to read unfamiliar words using common digraphs, silent e, common vowel teams, inflectional endings. **Read** common high frequency words.	**Use** grade-level word decoding strategies to read unfamiliar words, including words with common prefixes and suffixes, one and two syllable words, and long and short vowel in one syllable words. **Read** grade-level irregularly spelled words/sight words.	**Read** multisyllabic words in connected texts.

*Performance Indicator (RF.K-2.3) & (RF.K-2.4) are the same for both Reading Informational and Reading Literature

SCORING CRITERIA
ELA | READING LITERATURE | K-2 *(CONTINUED)*

PERFORMANCE INDICATOR
Read with accuracy and fluency to support comprehension. (RF.K-2.4)*

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	With support, **read** second grade level text accurately.	Independently **read** second grade level text accurately.	Independently **read** second grade level text accurately, at the appropriate rate, with expression and as appropriate self-monitoring to support comprehension.	Independently **read** above second grade level text accurately, at the appropriate rate, with expression and as appropriate self-monitoring to support comprehension.

*Performance Indicator (RF.K-2.3) & (RF.K-2.4) are the same for both Reading Informational and Reading Literature

SCORING CRITERIA
ELA | READING LITERATURE | 3-5

Students will...
read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify explicit details of the text, attempting to support inferences drawn from the text.	**Identify** relevant information to support explicit and/or inferences drawn from the text.	**Explain** and **connect** information and inferences using supporting evidence from the text.	**Synthesize** multiple pieces of evidence from the text to **explain** thinking and inferences drawn from the text..

B PERFORMANCE INDICATOR
Determine a theme from details in the text. (RL.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the main characters, their challenges or the speaker and how they reflect upon a topic.	**Describe** how the characters respond to challenges or how the speaker in a poem reflects upon a topic, in attempting to determine a theme.	**Determine** a theme in the text utilizing how a character responds to challenges or a speaker reflects upon a topic.	**Determine** a theme in the text utilizing multiple story elements as evidence.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING LITERATURE | 3-5 *(CONTINUED)*

C PERFORMANCE INDICATOR
Provide a summary of the text. (RL.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Retell the text.	**Attempts** to summarize and includes too many details and story elements from the text.	**Summarize** the text.	**Provide** a comprehensive summary of the text.

D PERFORMANCE INDICATOR
Compare and contrast characters, settings, or events in the text. (RL.3-5.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify two or more characters, settings, or events in a text.	**Identify** similarities or differences between two or more characters, or settings, or events in a text, using details from the text to support.	**Compare** and contrast two or more characters, settings, or events in a text using key details from the text to support.	**Analyze** multiple characters, settings, or events in a text using relevant details from the text to support.

SCORING CRITERIA
ELA | READING LITERATURE | 3-5 *(CONTINUED)*

E PERFORMANCE INDICATOR
Explain how components of the text fit together to provide the overall structure. (RL.3-5.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify individual text structure components.	**Describe** individual components which contribute to the overall text structure.	**Explain** how components of the text fit together to provide the overall structure.	**Synthesize** how individual components contribute to overall text structure.

F PERFORMANCE INDICATOR
Describe how a narrator's or speaker's point of view influences the text. (RL.3-5.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the point of view of the narrator or speaker in a text.	**Describe** the narrator or speaker's point of view in a text.	**Describe** how the narrator or speaker's point of view determines how events are described in the text.	**Explain** how the narrator or speaker's point of view is developed by the author.

SCORING CRITERIA
ELA | READING LITERATURE | 3-5 *(CONTINUED)*

G PERFORMANCE INDICATOR
Compare and contrast texts in the same genre. (RL.3-5.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify similarities and/or differences of story elements in texts within the same genre.	**Compare** and **contrast** story elements in texts within the same genre.	**Compare** and **contrast** how multiple texts within the same genre address themes and/or topics.	**Analyze** how multiple texts within the same genre address themes and/or topics.

SCORING CRITERIA
ELA | READING LITERATURE | 6-8

Students will...
read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite relevant textual evidence to support analysis of the text. (RL.6-8.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify textual evidence to support explicit and/or inferential analysis of the text.	**Provide** multiple pieces of textual evidence to support explicit and inferential analysis of the text.	**Cite** relevant textual evidence that supports explicit and inferential analysis of the text.	**Synthesize** textual evidence that fully supports analysis of the claims in the text.

B PERFORMANCE INDICATOR
Analyze the development of a theme or central idea in the text. (RL.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Determine a theme or central idea as evidence by specific details from the text.	**Describe** the development of a theme or central idea over the course of the text.	**Analyze** the development of a theme or central idea over the course of the text as it relates to characters, setting, and plot.	**Critique** a theme or central idea by analyzing story elements and specific details.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING LITERATURE | 6-8 *(CONTINUED)*

C PERFORMANCE INDICATOR
Provide an objective summary of the text. (RL.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Summarize the text, which may include extraneous details.	**Summarize** the text, which may include subjective opinions and/or details.	Objectively **summarize** the text.	**Provide** a comprehensive and objective summary of the text.

D PERFORMANCE INDICATOR
Analyze particular lines of dialogue or text. (RL.6-8.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the meaning of specific lines of dialogue or text.	**Explain** how particular lines of dialogue or text influence each other within the text.	**Analyze** how particular lines of dialogue or incidents in a text propel the action, reveal aspects of a character or provoke a decision.	**Critique** how and why particular lines of dialogue or text influence the overall development of the text.

SCORING CRITERIA
ELA | READING LITERATURE | 6-8 *(CONTINUED)*

E PERFORMANCE INDICATOR
Analyze different structures across multiple texts. (RL.6-8.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify similarities and differences between two or more texts.	**Describe** the similarities and differences between the structure of two or more texts and explain how the structure of each text contributes to the meaning and style of the text.	**Analyze** how the differing structure of each text contributes, including similarities and differences to its meaning and style.	**Critique** how the choice in structure across multiple texts contributes to the meaning and style of the texts.

F PERFORMANCE INDICATOR
Analyze how differences in the points of view of the character(s) and the audience create a specific effect. (RL.6-8.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe the different points of view of the characters and/or audience in the text.	**Analyze** how the points of view of the characters, and/or audience are similar and/or different.	**Analyze** how differences in the points of view of the characters and/or audience create a specific effect.	**Analyze** how and why the author's choice in development of point of view of the characters and/or audience evoke specific effects.

SCORING CRITERIA
ELA | READING LITERATURE | 6-8 *(CONTINUED)*

G PERFORMANCE INDICATOR
Analyze how a modern work of fiction draws on themes, and/or character types from myths or traditional stories. (RL.6-8.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain how a modern work of fiction draws on themes from traditional myths or stories.	**Compare** and **contrast** modern fiction with myths or traditional stories in their approach to theme and/or character types.	**Analyze** how a modern work of fiction draws on themes, and/or character types from traditional myths or stories and describe how it is rendered new.	**Analyze** the author's choices of how they incorporate themes and/or character types from myths or traditional stories when rendering a modern work of fiction.

SCORING CRITERIA
ELA | READING LITERATURE | 9-12

Students will...
read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite relevant textual evidence to support analysis of the text. (RL.9-12.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Provide textual evidence to support explicit and/or inferential analysis of the text.	**Provide** relevant textual evidence to support explicit and inferential analysis of the text.	**Cite** relevant textual evidence to support explicit and inferential analysis of the text including when the text leaves matters uncertain.	**Synthesize** textual evidence to support analysis of the text, including when the text is uncertain.

B PERFORMANCE INDICATOR
Analyze the development of multiple themes or central ideas in a text. (RL.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe the development of a theme or central idea within a text.	**Explain** the development of multiple themes or central ideas over the course of the text.	**Analyze** the development of multiple themes or central ideas over the course of a text, including how they interact and build on one another to produce a complex account.	**Critique** the development of multiple themes or central ideas over the course of the text including how they interact and build to produce a complex account.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING LITERATURE | 9-12

(CONTINUED)

C PERFORMANCE INDICATOR
Provide an objective summary of the text. (RL.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Summarize the text, which may include extraneous details.	**Summarize** the text, which may include subjective opinions and/or details.	Objectively **summarize** the text.	**Provide** a comprehensive and objective summary of the text.

D PERFORMANCE INDICATOR
Analyze how the author's use of narrative technique(s) impact the text. (RL.9-12.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the author's narrative techniques.	**Describe** author's use of narrative techniques in a text.	**Analyze** how the author's use of narrative techniques impact the meaning of the text.	**Analyze** the effect and purpose of the author's use of narrative techniques in shaping the meaning of the text as a whole.

SCORING CRITERIA
ELA | READING LITERATURE | 9-12

(CONTINUED)

E PERFORMANCE INDICATOR

Analyze how an author's choices contribute to the overall structure and meaning of the text. (RL.9-12.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the text structure(s) the author used in the text(s).	**Describe** how the text structure(s) contributes to the meaning of the text.	**Analyze** how an author's choices contribute to the overall structure and meaning of the text.	**Critique** the author's choice of structure and how it affects the meaning and creates an intended effect.

F PERFORMANCE INDICATOR

Analyze how point of view helps the reader discern what is explicitly stated in a text in contrast with what is inferred. (RL.9-12.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe how the author's point of view supports the explicit and/or inferred meaning of the text.	**Identify** the author's use of rhetorical strategies when analyzing how point of view helps explain the explicit or inferred meaning of the text.	**Analyze** how point of view, including use of rhetorical strategies helps the reader discern what is explicitly stated in a text in contrast with what is inferred.	**Critique** the point of view including how the use of rhetorical strategies influence content and style of the text.

SCORING CRITERIA
ELA | READING LITERATURE | 9-12

(CONTINUED)

G PERFORMANCE INDICATOR
Analyze how multiple texts address similar themes or topics. (RL.9-12.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain how texts from the same time period address similar themes or topics.	**Compare** how multiple texts from the same time period address similar themes or topics.	**Analyze** how multiple texts from the same time period address similar themes or topics.	**Critique** how multiple texts from the same time period address similar themes or topics.

SCORING CRITERIA

ELA

READING INFORMATIONAL TEXTS

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

RIDE Rhode Island Department of Education

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | K-2

Students will...
read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

A PERFORMANCE INDICATOR
Identify key details in a text. (RI.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about important details in a text.	**Ask** and **answer** questions about important details in a text.	**Ask** and **answer** who, what, where, when, why and how questions to demonstrate comprehension of the text.	**Refer** to key details and examples in the text to demonstrate comprehension of the text.

B PERFORMANCE INDICATOR
Identify the main topic and retell key details of the text. (RI.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of the main topic of the text.	**Identify** the main idea and **provide** some details.	**Identify** the main topic and **retell** key details of the text.	**Identify** the main topic and **cite** specific details from the text to support this.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | K-2 *(CONTINUED)*

C PERFORMANCE INDICATOR
Describe the connection between a series of events, ideas, concepts, or steps in a text. (RI.K-2.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify series of events, ideas, concepts or steps in a text.	**Identify** the connection between events, ideas, concepts, or steps in a text.	**Describe** the connection between a series of events, ideas, concepts, or steps in a text.	**Describe** how and why a series of events, ideas, concepts, or steps are connected in a text.

D PERFORMANCE INDICATOR
Identify the main purpose of a text. (RI.K-2.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about the main idea of a text.	**Identify** what the author wants to answer, explain or describe in a text.	**Identify** the author's main purpose of the text.	**Explain** how the author conveys the main purpose of the text (i.e., answer, explain, or describe).

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | K-2 *(CONTINUED)*

E PERFORMANCE INDICATOR
Describe how the author supports specific points in a text. (RI.K-2.8)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify specific points made in a text.	**Identify** reasons the author uses to support specific points in a text.	**Describe** how reasons support specific points the author makes in a text.	**Explain** how the author is using reasons to support specific points in a text.

F PERFORMANCE INDICATOR
Compare and contrast the most important points presented by two texts on the same topic. (RI.K-2.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify important points made in two texts on the same topic.	**Describe** what is the same and different about important points made in two texts on the same topic.	**Compare** and **contrast** the most important points in two texts on the same topic.	**Compare** and **contrast** the most important points and key details in two texts on the same topic.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | K-2 *(CONTINUED)*

G PERFORMANCE INDICATOR
Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3)*

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of words when blending, segmenting and deleting onsets and rimes in single-syllable words.	**Use** word decoding strategies to read unfamiliar words using common digraphs, silent e, common vowel teams, and inflectional endings. **Read** common high frequency words.	**Use** grade-level word-decoding strategies to read unfamiliar words, including words with common prefixes and suffixes, one and two syllable words, and long and short vowels in one syllable words. **Read** grade-level irregularly spelled words/sights words.	**Read** multisyllabic words in connected texts.

*Performance Indicator (RF.K-2.3) & (RF.K-2.4) are the same for both Reading Informational and Reading Literature

H PERFORMANCE INDICATOR
Read with accuracy and fluency to support comprehension. (RF.K-2.4)*

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	With support, **read** second grade level text accurately.	Independently **read** second grade level text accurately.	Independently **read** second grade level text accurately, at the appropriate rate, with expression and as appropriate self-monitoring to support comprehension.	Independently **read** above second grade level text accurately, at the appropriate rate, with expression and as appropriate self-monitoring to support comprehension.

*Performance Indicator (RF.K-2.3) & (RF.K-2.4) are the same for both Reading Informational and Reading Literature

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 3-5

Students will...
read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RI.3-5.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify explicit details of the text, attempting to support inferences drawn from the text.	**Identify** relevant information to support explicit and/or inferences drawn from the text.	**Explain** and **connect** information and inferences using supporting evidence from the text.	**Synthesize** multiple pieces of evidence from the text to explain thinking and inferences drawn from the text.

B PERFORMANCE INDICATOR
Identify multiple main ideas in a text. (RI.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify a main idea and supporting key detail.	**Identify** two or more main ideas and supporting key details.	**Explain** how two or more main ideas are supported by key details.	**Analyze** how key details support multiple main ideas.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 3-5 *(CONTINUED)*

C PERFORMANCE INDICATOR
Summarize the text. (RI.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Retell the text.	**Attempts** to summarize and includes too many details and story elements from the text.	**Summarize** the text.	**Provide** a comprehensive summary of the text.

D PERFORMANCE INDICATOR
Explain the relationships or interactions between multiple individuals, events, ideas, or concepts in the text. (RI.3-5.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify individuals, events, ideas, or concepts within a text.	**Explain** how individuals, events, ideas, or concepts are connected within a text.	**Explain** the relationships or interactions between multiple individuals, events, ideas, or concepts in the text.	**Analyze** the relationships or interactions between multiple individuals, events, ideas, or concepts in the text.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 3-5 *(CONTINUED)*

E PERFORMANCE INDICATOR
Compare and contrast the overall text structures presented in multiple texts. (RI.3-5.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify text structures within two or more texts.	**Describe** overall text structures of two or more texts.	**Compare** and **contrast** the overall text structures of two or more texts.	**Analyze** how the authors use structures to contribute to the overall meaning of multiple texts.

F PERFORMANCE INDICATOR
Analyze multiple points of view of the same event or topic. (RI.3-5.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify multiple points of view of the same event or topic within the text(s).	**Describe** multiple points of view of the same event or topic within the text(s).	**Analyze** multiple accounts of the same event or topic, including similarities and differences in point of view within the text(s).	**Critique** multiple accounts of the same event or topic, including similarities and differences in point of view within the text(s).

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 3-5 *(CONTINUED)*

G PERFORMANCE INDICATOR
Explain how an author uses reasons and evidence to support particular points in a text. (RI.3-5.8)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify evidence that support particular points in the text.	**Describe** reasons and evidence that support particular points in a text.	**Explain** how an author uses reasons and evidence to support particular points in a text.	**Analyze** how an author uses reasons and evidence to support particular points in a text.

H PERFORMANCE INDICATOR
Integrate information across texts. (RI.3-5.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	List information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Summarize** information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Integrate** information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Synthesize** information from several texts on the same topic.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 6-8

Students will...
read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite relevant textual evidence to support analysis of the text. (RI.6-8.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify textual evidence to support explicit and/or inferential analysis of the text.	**Provide** multiple pieces of textual evidence to support explicit and inferential analysis of the text.	**Cite** relevant textual evidence that supports explicit and inferential analysis of the text.	**Synthesize** textual evidence that fully supports analysis of the claims in the text.

B PERFORMANCE INDICATOR
Analyze the development of a central idea over the course of the text. (RI.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Determine a central idea as evidence by specific details from the text.	**Describe** the development of a central idea over the course of the text.	**Analyze** the development of a central idea over the course of the text including its relationship to supporting ideas.	**Critique** the development of a central idea over the course of the text including its relationship to supporting ideas.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 6-8 *(CONTINUED)*

C PERFORMANCE INDICATOR
Provide an objective summary of the text. (RI.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Summarize the text, which may include extraneous details.	**Summarize** the text, which may include subjective opinions, by providing key details in a sequence.	Objectively **summarize** the text in an organized sequence.	**Provide** a comprehensive and objective summary of the text.

D PERFORMANCE INDICATOR
Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (RI.6-8.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain connections between individuals, ideas, and events in a texts.	**Describe** the connections and distinctions between individuals, ideas, and events in a text.	**Analyze** how a text makes connections among and distinctions between individuals, ideas, or events.	**Critique** how a text makes connections among and distinctions between individuals, ideas, or events.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 6-8 *(CONTINUED)*

E PERFORMANCE INDICATOR
Analyze the structure of a paragraph in the text. (RI.6-8.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the structure of a specific paragraph in the text.	**Explain** the structure of a specific paragraph in the text and recognize the role of a particular sentence in developing a concept.	**Analyze** in detail the structure of a specific paragraph in the text, including the role of particular sentences in developing and refining a key concept.	**Critique** the structure of a specific paragraph in the text, including the role of particular sentences in developing and refining a key concept.

F PERFORMANCE INDICATOR
Analyze how an author's purpose acknowledges and responds to conflicting evidence or points of view. (RI.6-8.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe author's purpose and point of view.	**Analyze** the author's purpose and/or point of view and **identify** varying viewpoints.	**Analyze** how the author acknowledges and responds to conflicting evidence or viewpoints.	**Analyze** how and why the author acknowledges and responds to conflicting evidence or viewpoints.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 6-8 *(CONTINUED)*

G PERFORMANCE INDICATOR
Evaluate the argument and specific claims in a text. (RI.6-8.8)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe the argument and specific claims in a text.	**Analyze** the argument and specific claims in a text.	**Evaluate** the argument and specific claims in a text, explaining if the reasoning is sound and if the evidence is relevant and sufficient.	**Critique** the impact of the author's use of relevant and irrelevant evidence on the development of the argument.

H PERFORMANCE INDICATOR
Analyze multiple texts that provide conflicting information on the same topic. (RI.6-8.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify conflicting information in multiple texts on the same topic.	**Explain** how conflicting information is presented within multiple texts on the same topic.	**Analyze** the conflicting evidence presented in multiple texts on the same topic and recognize where the texts disagree on matters of fact or interpretation.	**Evaluate** multiple texts with conflicting information on the same topic including matters of fact and interpretation.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 9-12

Students will...
read, comprehend, and analyze appropriately complex informational texts independently and proficiently.

A PERFORMANCE INDICATOR
Cite relevant textual evidence to support analysis of the text. (RI.9-12.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Provide textual evidence to support explicit and inferential analysis of the text.	**Provide** relevant textual evidence that strongly supports explicit and inferential analysis of the text.	**Articulate** strong and thorough textual evidence that supports explicit and inferential analysis of the text including when the text leaves matters uncertain.	**Synthesize** strong and thorough textual evidence that supports analysis of the text, including when the text is uncertain.

B PERFORMANCE INDICATOR
Analyze the development of multiple central ideas over the course of the text. (RI.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe the development of a central idea within the text.	**Analyze** the development of central ideas over the course of the text.	**Analyze** the development of multiple central ideas over the course of the text, including how they interact and build on one another to produce a complex account.	**Critique** the development of multiple central ideas over the course of the text including how they interact and build to produce a complex account.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 9-12 *(CONTINUED)*

C PERFORMANCE INDICATOR
Provide an objective summary of the text. (RI.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Summarize the text; may include extraneous details.	**Summarize** the text; may include subjective opinions, by providing key details in an organized sequence.	Objectively **summarize** the text in an organized sequence.	Concisely and objectively **summarize** the text.

D PERFORMANCE INDICATOR
Analyze the development and interaction of a complex set of ideas or sequence of events. (RI.9-12.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain a complex set of ideas or sequence of events in the text.	**Describe** the development of a complex set of ideas or sequence of events in the text.	**Analyze** the development and interactions of complex set of ideas or sequence of events.	**Critique** the author's choices of how and why a complex set of ideas or sequence of events are developed or interact over the course of the text.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 9-12 *(CONTINUED)*

E PERFORMANCE INDICATOR
Evaluate the effectiveness of the structure an author uses in his or her exposition or argument. (RI.9-12.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the text structure(s) the author used in the text.	**Analyze** the text structure used in the author's exposition or argument.	**Evaluate** the effectiveness of the structure an author uses in his or her exposition or argument.	**Critique** the structure of the author's exposition or argument by including comparisons to other authors' texts to support analysis.

F PERFORMANCE INDICATOR
Analyze how an author's point of view or purpose impacts the style and content of the text. (RI.9-12.6)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe how the author's point of view supports the content of the text.	**Explain** the author's point of view and use of rhetorical strategies, which impact the style and content of the text.	**Analyze** how an author's point of view or purpose, including use of rhetorical strategies, impacts the style and content of the text.	**Critique** how the author's point of view or purpose, including rhetorical strategies, influence the content and style of the text.

SCORING CRITERIA
ELA | READING INFORMATIONAL TEXTS | 9-12 *(CONTINUED)*

G PERFORMANCE INDICATOR
Evaluate the reasoning presented within the text. (RI.9-12.8)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the argument and claims in the text, including reasoning and evidence.	**Analyze** the reasoning and evidence of the text.	**Evaluate** the reasoning and evidence of the argument and claims presented in the text.	**Critique** the validity and relevance of the reasoning and evidence presented within the arguments and claims of the texts.

H PERFORMANCE INDICATOR
Analyze texts of historical and literary significance for their themes, purposes and rhetorical features. (RI.9-12.9)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the themes, purposes, and/or rhetorical features of historical and literary texts.	**Compare** and **contrast** the themes, purposes, and/or rhetorical features of historical and literary texts.	**Analyze** texts of historical and literary significance for their themes, purposes, and/or rhetorical features.	**Critique** how historical and literary texts address themes, purposes, and/or rhetorical features.

SCORING CRITERIA

ELA
WRITING

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

RIDE Rhode Island Department of Education

SCORING CRITERIA
ELA | WRITING | K-2

Students will...
produce clear and coherent writing for a range of tasks, purposes, and audiences.

A PERFORMANCE INDICATOR
Write opinion pieces indicating a point of view. (W.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an opinion piece that states an opinion.	**Write** an opinion piece that states an opinion and supports it with reasons.	**Write** an opinion piece that introduces a topic, states an opinion, supplies reasons/information to support opinion, and provides a concluding statement.	**Write** an opinion piece that **elaborates** on a topic by including a clear introduction, statement of opinion with effective supporting reasons and a conclusion.

B PERFORMANCE INDICATOR
Write informational/explanatory texts. (W.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an informational/explanatory text that identifies a topic and include facts.	**Write** an informational/ explanatory text that identifies a topic, include relevant facts and provide closure.	**Write** an informational/ explanatory text that introduces a topic and use relevant facts to develop points and provide a concluding statement.	**Write** an informational/ explanatory text that **elaborates** on a topic using facts, definitions, and/or details and include an introduction and conclusion.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | WRITING | K-2 *(CONTINUED)*

C PERFORMANCE INDICATOR
Write narratives of a well elaborated event or short sequence of events. (W.K-2.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write a narrative about a single event or loosely linked events having a beginning, middle and end.	**Write** a narrative (i.e., event or short sequence of events) that includes appropriately sequenced events, some details, and closure.	**Write** a narrative that includes details about actions, thoughts, or feelings, uses words to signal event order and provides closure.	**Write** a narrative about a real or imagined events using effective technique, descriptive details, and clear sequence.

SCORING CRITERIA
ELA | WRITING | 3-5

Students will...
produce clear and coherent writing for a range of tasks, purposes, and audiences.

A PERFORMANCE INDICATOR
Write opinion pieces supporting a point of view. (W.3-5.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an opinion piece that **states** an opinion about a topic and supports it with reasons.	**Write** an opinion piece that **states** an opinion about a topic, support it with reasons and includes an introductory and/or concluding statement.	**Write** an opinion piece supported with reasons, and provides a variety of evidence for each reason by including an introduction, logical organization, and concluding statement.	**Write** an opinion piece and **defend** it with information from a variety of trustworthy sources.

B PERFORMANCE INDICATOR
Write informative/ explanatory texts to integrate information. (W.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an informative/ explanatory text that **states** a topic and support it with evidence.	**Write** an informative/ explanatory text that states the topic, **integrate** information to partially support a topic and include an introductory and/or concluding statement.	**Write** an informative/ explanatory text which **integrates** relevant and sufficient evidence, by including a clear introduction, organizing ideas logically and providing a conclusion.	**Write** an informative/ explanatory text which **synthesizes** relevant evidence by paraphrasing, using precise language, and including an effective introduction and conclusion.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | WRITING | 3-5 *(CONTINUED)*

C PERFORMANCE INDICATOR
Write narratives to develop real or imagined experiences or events. (W.3-5.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write a narrative to develop real or imagined experiences or events by attempting to establish a situation or use dialogue to develop the events.	**Write** narratives to develop real or imagined experiences or events by establishing a situation and/or introducing characters to develop the events and provide a sense of closure.	**Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	**Write** narratives to develop real or imagined experiences or events using multiple effective techniques, relevant descriptive details, and clear event sequences with transitions.

SCORING CRITERIA
ELA | WRITING | 6-8

Students will...
produce clear and coherent writing for a range of tasks, purposes, and audiences.

A PERFORMANCE INDICATOR
Write arguments to support claims with reasons and evidence. (W.6-8.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an argument that makes a claim.	**Write** an argument that provides support of claims with limited reasons or evidence.	**Write** an argument to support claims with clear reasons and relevant evidence, including an introductory and concluding statement.	**Write** an informative/ explanatory text that fully examine a topic and convey ideas, content, and information through the logical selection, organization, and analysis of relevant content.

B PERFORMANCE INDICATOR
Write informative/ explanatory texts to examine a topic and analyze relevant content. (W.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an informative/ explanatory text on a topic with few, if any, ideas and information based on content.	**Write** an informative/ explanatory text describing a topic with ideas and information based on relevant content.	**Write** an informative/ explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Write** an informative/ explanatory text that fully examine a topic and convey ideas, content, and information through the logical selection, organization, and analysis of relevant content.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | WRITING | 6-8 *(CONTINUED)*

C PERFORMANCE INDICATOR
Write narratives to develop real or imagined experiences or events. (W.6-8.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write a narrative that attempts to develop an experience or event using dialogue, pacing and/or description to develop experiences, events, and/or characters.	**Write** a narrative to develop real or imagined experiences or events by establishing a context or point of view, using narrative technique, and providing an ending.	**Write** a narrative to develop real or imagined experiences or events using effective narrative techniques, descriptive details, and well-structured event sequences.	**Write** a narrative to fully develop a real or imagined experiences or events using relevant, descriptive details that convey tone and mood.

SCORING CRITERIA
ELA | WRITING | 9-12

Students will...
produce clear and coherent writing for a range of tasks, purposes, and audiences.

A PERFORMANCE INDICATOR
Write arguments to support claims in an analysis of substantive topics or texts. (W.9-12.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an argument that makes a claim with limited reasons or evidence.	**Write** an argument to support a claim with reasons and evidence.	**Write** an argument applying valid reasoning and relevant and sufficient evidence to support claims in analysis of substantive topics.	**Write** an effective argument creating and supporting a claim utilize a variety of rhetorical strategies to analyze topics or texts.

B PERFORMANCE INDICATOR
Write informative/ explanatory texts to examine and convey complex ideas, concepts and information through the analysis of content. (W.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write an informative/ explanatory text on a topic using ideas and information based mostly on content.	**Write** an informative/ explanatory text to examine a topic incorporating ideas and information based on relevant content.	**Write** an informative/ explanatory text to examine and convey complex ideas, concepts and information through the analysis of content.	**Write** an informative/ explanatory text that synthesizes and assesses information to convey complex ideas.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | WRITING | 9-12 *(CONTINUED)*

C PERFORMANCE INDICATOR
Write narratives to develop real or imagined experiences or events. (W.9-12.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Write a narrative with a conflict or problem and a conclusion.	**Write** a narrative to develop real or imagined experiences or events by establishing a problem, situation, or observation using narrative techniques such as, dialogue, pacing, description, and reflection.	**Write** a narrative to develop real or imagined experiences or events by applying narrative techniques such as, pacing, reflection, and multiple plot lines, well-chosen details.	**Write** a complex narrative by synthesizing multiple narrative techniques, such as pacing, description, reflection and multiple plot lines.

SCORING CRITERIA

ELA
LANGUAGE

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

RIDE Rhode Island Department of Education

SCORING CRITERIA
ELA | LANGUAGE | K-2

Students will...
build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.

A PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on second grade expectations, **ask** and **answer** questions to demonstrate knowledge of standard English grammar and usage when writing or speaking.	Based on second grade expectations, **demonstrate** some knowledge of standard English grammar and usage when writing or speaking.	Based on second grade expectations, **demonstrate** command of conventions of standard English grammar and usage when writing or speaking.	**Demonstrate** sophisticated command of the conventions of standard English grammar and usage when writing or speaking.

B PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on second grade expectations, **ask** and **answer** questions to demonstrate knowledge of standard English conventions (i.e., capitalization, punctuation, and/or spelling).	Based on second grade expectations, **demonstrate** some knowledge of standard English conventions (i.e., capitalization, punctuation, and/or spelling).	Based on second grade expectations, **demonstrate** command of standard English conventions (i.e., capitalization, punctuation, and spelling).	**Demonstrates** command of standard English conventions (i.e., capitalization, punctuation, and spelling) across all genres of writing.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | LANGUAGE | K-2 *(CONTINUED)*

C PERFORMANCE INDICATOR
Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.K-2.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on second grade reading and content, **identify** strategies to help determine the meaning of unknown words.	Based on second grade reading and content, **determine** the meaning of unknown words and phrases through contextual and/or morphological analysis.	Based on second grade reading and content, **determine** or **clarify** the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies.	Based on reading and content, **determine** or **clarify** the meaning of above second grade level unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies.

D PERFORMANCE INDICATOR
Demonstrate understanding of word relationships and nuances in word meanings. (L.K-2.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of word relationships based on second grade expectations.	**Demonstrate** understanding of word relationships and some nuances in word meanings based on second grade expectations.	**Demonstrate** understanding of word relationships and nuances in word meanings based on second grade expectations.	**Demonstrate** above second grade understanding of word relationships and nuances in word meanings.

SCORING CRITERIA
ELA | LANGUAGE | 3-5

Students will...
build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.

A PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3-5.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on fifth grade expectations, **demonstrate** limited knowledge of standard English grammar and usage when writing or speaking.	Based on fifth grade expectations, **demonstrate** some knowledge of standard English grammar and usage when writing or speaking.	Based on fifth grade expectations, **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.	**Demonstrate** sophisticated command of conventions of standard English grammar and usage when writing or speaking.

B PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on fifth grade expectations, **demonstrate** limited command of standard English conventions (i.e., capitalization, punctuation, and spelling).	Based on fifth grade expectations, **demonstrate** some command of standard English conventions (i.e., capitalization, punctuation, and spelling).	Based on fifth grade expectations, **demonstrate** command of standard English conventions (i.e., capitalization, punctuation, and spelling).	**Demonstrates** command of standard English conventions (i.e., capitalization, punctuation, and spelling) across all genres of writing.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | LANGUAGE | 3-5 *(CONTINUED)*

C PERFORMANCE INDICATOR
Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.3-5.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on fifth grade reading and content, **determine** the meaning of unknown words and phrases using reference materials or through contextual or morphological analysis.	Based on fifth grade reading and content, **determine** the meaning of unknown and multiple-meaning words and phrases using reference materials or through contextual or morphological analysis.	Based on fifth grade reading and content, **determine** or **clarify** the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies.	Based on reading and content, **determine** or **clarify** the meaning of above fifth grade unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies.

D PERFORMANCE INDICATOR
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3-5.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate understanding of word relationships and identify some figurative language and nuances in word meanings based on fifth grade expectations.	**Demonstrate** some understanding of figurative language, word relationships, and/or nuances in word meanings based on fifth grade expectations.	**Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings based on fifth grade expectations.	**Demonstrate** above fifth grade understanding of figurative language, word relationships, and nuances in word meanings.

SCORING CRITERIA
ELA | LANGUAGE | 6-8

Students will...
build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.

A PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6-8.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eighth grade expectations, **demonstrate** limited knowledge of the conventions of standard English grammar and usage when writing or speaking.	Based on eighth grade expectations, **demonstrate** some knowledge of the conventions of standard English grammar and usage when writing or speaking.	Based on eighth grade expectations, **demonstrate** command of eighth grade expectations of the conventions of standard English grammar and usage when writing or speaking.	**Demonstrate** sophisticated command of the conventions of standard English grammar and usage when writing or speaking.

B PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eighth grade expectations, **demonstrate** limited command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	Based on eighth grade expectations, **demonstrate** some command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	Based on eighth grade expectations, **demonstrate** command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	**Demonstrates** command of the conventions of standard English conventions (i.e., capitalization, punctuation, and spelling) across all genres of writing.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | LANGUAGE | 6-8 *(CONTINUED)*

C PERFORMANCE INDICATOR
Determine or clarify the meaning of unknown and multiple-meaning words or phrases. (L.6-8.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eighth grade reading and content, **identify** the meaning of unknown and multiple-meaning words or phrases by using strategies.	Based on eighth grade reading and content, **determine** the meaning of unknown and multiple-meaning words or phrases by choosing from a range of strategies.	Based on eighth grade reading and content, **determine** or **clarify** the meaning of unknown and multiple-meaning words or phrases by choosing flexibly from a range of strategies.	Based on reading and content, **determine** or **clarify** the meaning of above eighth grade unknown and multiple-meaning words or phrases by choosing flexibly and efficiently from a range of strategies.

D PERFORMANCE INDICATOR
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate limited understanding of figurative language, word relationships, and/or nuances in word meanings based on eighth grade expectations.	**Demonstrate** some understanding of figurative language, word relationships, and/or nuances in word meanings based on eighth grade expectations.	**Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings based on eighth grade expectations.	**Demonstrate** above eighth grade understanding of figurative language, word relationships, and nuances in word meanings.

SCORING CRITERIA
ELA | LANGUAGE | 9-12

Students will...
build vocabulary knowledge and demonstrate command of the conventions of standard English grammar and usage specific to the grade spans.

A PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eleventh-twelfth grade expectations, **demonstrate** limited knowledge of the conventions of standard English grammar and usage when writing or speaking.	Based on eleventh-twelfth grade expectations, **demonstrate** some knowledge of the conventions of standard English grammar and usage when writing or speaking.	Based on eleventh-twelfth grade expectations, **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.	**Demonstrate** sophisticated command of the conventions of standard English grammar and usage when writing or speaking.

B PERFORMANCE INDICATOR
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eleventh- twelfth grade expectations, **demonstrate** limited command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	Based on eleventh- twelfth grade expectations, **demonstrate** some command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	Based on eleventh-twelfth grade expectations, **demonstrate** command of the conventions of standard English (i.e., capitalization, punctuation, and spelling).	**Demonstrates** command of the conventions of standard English (i.e., capitalization, punctuation, and spelling) across all genres of writing.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | LANGUAGE | 9-12 *(CONTINUED)*

C PERFORMANCE INDICATOR
Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.9-12.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Based on eleventh- twelfth grade reading and content, **identify** the meaning of unknown and multiple-meaning words or phrases by using strategies.	Based on eleventh- twelfth grade reading and content, **determine** the meaning of unknown and multiple-meaning words or phrases by choosing from a range of strategies.	Based on eleventh- twelfth grade reading and content, **determine** or **clarify** the meaning of unknown and multiple-meaning words or phrases by choosing flexibly from a range of strategies.	Based on reading and content, **determine** or **clarify** the meaning of above eleventh-twelfth grade unknown and multiple-meaning words or phrases by choosing flexibly and efficiently from a range of strategies.

D PERFORMANCE INDICATOR
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-12.5)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Demonstrate limited understanding of figurative language, word relationships, and/or nuances in word meanings based on eleventh-twelfth grade expectations.	**Demonstrate** some understanding of figurative language, word relationships, and/or nuances in word meanings based on eleventh-twelfth grade expectations.	**Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings based on eleventh-twelfth grade expectations.	**Demonstrate** above eleventh-twelfth grade understanding of figurative language, word relationships, and/or nuances in word meanings.

SCORING CRITERIA

ELA

SPEAKING & LISTENING

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

RIDE Rhode Island Department of Education

SCORING CRITERIA
ELA | SPEAKING & LISTENING | K-2

Students will...
effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

A PERFORMANCE INDICATOR
Participate in collaborative conversations with diverse partners, respecting group norms. (SL.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Participate in conversations on second grade topics and texts when prompted by others, respecting group norms.	**Participate** in conversations on second grade topics and texts, respecting group norms.	**Participate** in collaborative conversations on second grade topics and texts, with diverse partners, respecting group norms.	**Participate** in collaborative conversations on second grade topics and texts, with diverse partners, while building on others ideas and respecting group norms.

B PERFORMANCE INDICATOR
Recount or describe appropriate facts and/or details from a text read aloud, information presented orally or through other media. (SL.K-2.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Ask and **answer** questions about key details from a text read aloud, information presented orally.	**Recount** facts and/or details from a text read aloud, information presented orally or through other media.	**Recount** or **describe** appropriate facts and/or details from a text read aloud, information presented orally or through other media.	**Determine** main ideas and supporting details from a text read aloud, information presented orally or through other media.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | K-2

(CONTINUED)

C PERFORMANCE INDICATOR

Ask and answer questions about what a speaker says to clarify comprehension and gather additional information. (SL.K-2.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about what a speaker says to demonstrate comprehension.	**Ask** and **answer** questions about what a speaker says to clarify comprehension.	**Ask** and **answer** questions about what a speaker says to clarify comprehension and gather additional information.	**Ask** and **answer** questions with relevant elaboration and detail to clarify comprehension and gather additional information.

D PERFORMANCE INDICATOR

Tell a story or recount an experience with appropriate facts and relevant details, speaking audibly in coherent sentences. (SL.K-2.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Attempt to tell a story or **recount** an experience (e.g., incoherent, illogical sequence).	**Tell** a story or **recount** an experience with facts and details.	**Tell** a story or **recount** an experience with appropriate facts and relevant details, **speaking** audibly in coherent sentences.	**Tell** a story or **recount** an experience including **elaboration** of relevant details and facts, while **speaking** clearly at an understandable pace.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 3-5

Students will...
effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

A PERFORMANCE INDICATOR
Participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.3-5.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Participate in collaborative discussions on fifth grade topics and texts by staying on topic and/or asking questions.	**Participate** in collaborative discussions on fifth grade topics and texts, expressing their own ideas.	**Participate** in a range of collaborative discussions on fifth grade topics and texts, with diverse partners, building on others' ideas and expressing their own.	**Participate** in a range of collaborative discussions on fifth grade topics and texts, with diverse partners, referring to evidence when building on others' ideas and/or expressing their own.

B PERFORMANCE INDICATOR
Summarize information presented in diverse media and formats (e.g., visually, quantitatively, orally). (SL.3-5.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Retell information (i.e., main ideas, details) presented in diverse media and formats.	**Paraphrase** portions of the information presented in diverse media and formats (e.g., visually, quantitatively, orally).	**Summarize** information presented in diverse media and formats (e.g., visually, quantitatively, orally).	**Summarize** information presented in diverse media and formats and **analyze** the effectiveness of the author's choice of format and media.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 3-5

(CONTINUED)

C PERFORMANCE INDICATOR

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.3-5.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the points a speaker makes.	**Identify** the speaker's points, reasons, and evidence.	**Summarize** the points a speaker makes and explain how each claim is supported by reasons and evidence.	**Analyze** the points a speaker makes and how each claim is supported by reasons and evidence.

D PERFORMANCE INDICATOR

Report on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.3-5.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Report on a topic or text using facts and details to support main ideas or themes.	**Report** on a topic or text sequencing ideas and using facts and details to support main ideas or themes; **speak** clearly.	**Report** on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**Report** on a topic or text, effectively supporting main ideas or themes; using appropriate eye contact and speaking at an understandable pace.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 6-8

Students will...
effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

A PERFORMANCE INDICATOR
Participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.6-8.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Participate in discussions on eighth grade topics and texts by staying on topic, expressing their own ideas, and/or asking questions.	**Participate** in a range of collaborative discussions on eighth grade topics and texts, expressing their own ideas.	**Participate** in a range of collaborative discussions on eighth grade topics and texts, with diverse partners, building on others' ideas, posing questions, and/or expressing their own.	**Participate** in a range of collaborative discussions on eighth grade topics and texts, with diverse partners, referring to evidence when building on others' ideas, posing questions, and/or expressing their own to propel the discussion.

B PERFORMANCE INDICATOR
Analyze the purpose of the information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the author's motives. (SL.6-8.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the information presented in diverse media and formats (e.g., visually, quantitatively, orally).	**Analyze** the purpose of the information presented in diverse media and formats (e.g., visually, quantitatively, orally).	**Analyze** the purpose of the information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the author's motives.	**Critique** the author's motives and the information presented in diverse media and formats (e.g., visually, quantitatively, orally).

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 6-8

(CONTINUED)

C PERFORMANCE INDICATOR

Evaluate the speaker's argument, specific claim and the relevance of evidence presented, and determine if reasoning makes sense. (SL.6-8.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the speaker's argument and **identify** claims supported by evidence.	**Analyze** the speaker's argument, specific claim and the evidence presented.	**Evaluate** the speaker's argument, specific claim and the relevance of evidence presented, and determine if reasoning makes sense.	**Evaluate** the speaker's argument, claim, and reasoning, including identifying exaggerated evidence.

D PERFORMANCE INDICATOR

Orally present claims and information, in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details. (SL.6-8.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Orally present information with relevant evidence and details.	**Orally** present claims and information, in an organized manner with relevant evidence, sound reasoning and details.	**Orally** present claims and information, in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details.	**Orally** present claims and information with supporting evidence clearly, concisely and logically.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 9-12

Students will...
effectively engage in collaborative discussions and present arguments and information in a clear and compelling way.

A PERFORMANCE INDICATOR
Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.9-12.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Participate in discussions on eleventh-twelfth grade topics and texts by expressing their own ideas, and/or asking questions.	**Participate** in a range of collaborative discussions on eleventh-twelfth grade topics and texts, building on others' ideas and expressing their own ideas.	**Initiate** and **participate** in a range of collaborative discussions on eleventh-twelfth grade topics and texts, with diverse partners, building on others' ideas and expressing their own.	**Initiate** and **participate** effectively in a range of collaborative discussions on eleventh-twelfth grade topics and texts, with diverse partners, referring to evidence when building on others' ideas and/or expressing their own clearly and persuasively.

B PERFORMANCE INDICATOR
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems. (SL.9-12.2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Analyze information presented in diverse formats and media (e.g., visually, quantitatively, orally).	**Integrate** information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems.	**Integrate** multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.	**Synthesize** multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.

2019. THIS WORK BY RHODE ISLAND DEPARTMENT OF EDUCATION AND GREAT SCHOOLS PARTNERSHIP IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION-NON COMMERCIAL-SHARE ALIKE 4.0 INTERNATIONAL LICENSE.

SCORING CRITERIA
ELA | SPEAKING & LISTENING | 9-12

(CONTINUED)

C PERFORMANCE INDICATOR

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.9-12.3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain the speaker's point of view and evidence.	**Analyze** a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.	**Critique** the validity of a speaker's point of view, reasoning, and use of evidence and rhetoric.

D PERFORMANCE INDICATOR

Orally present information, findings, and supporting evidence clearly and concisely; appropriate to purpose, audience, and task. (SL.9-12.4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Orally present information, findings, and supporting evidence; appropriate to task.	**Orally** present information, findings and supporting evidence in a logical sequence; appropriate to purpose, audience, or task.	**Orally** present information, findings, and supporting evidence clearly and concisely; appropriate to purpose, audience, and task.	**Orally** present information, findings and supporting evidence, conveying a clear and distinctive perspective; appropriate to purpose, audience, and task.