

| Skill Assessed | Above Standard | At Standard | Approaching Standard | Developing Standard | Not Present |
|--|---|---|---|--|--------------|
| <i>Making Connections</i> | I can explain a text's personal impact as well as its relevance to teens by making and explaining multiple historical, personal, or societal connections. | I can explain a text's impact or relevance by making personal, historical, or societal connections. Includes: <ul style="list-style-type: none"> details and commentary that convey a text's personal impact OR that convey the text's relevance to teens | I can make a connection within a text, but I struggle to use commentary to explain the significance of that connection. | I struggle to make meaningful connections within a text. | Not present. |
| <i>Analyzing Literary Elements and Devices</i> | I can fully support my analysis or interpretation using multiple pieces of relevant text evidence and insightful commentary that explains how the evidence works to support my understanding. | I can analyze how a writer develops a theme using plot, characterization, setting, OR other literary device (e.g., figurative language, imagery, symbolism, analogy, etc.). Includes: <ul style="list-style-type: none"> claim/thesis connecting theme development to literary element or device relevant text evidence that illustrates the writer's use of a literary element or device explanation of how literary element or device works to develop a specific theme in the text | I can identify and cite relevant examples of literary elements or devices used by the writer, but I struggle when explaining its impact on the author's development of a theme. | I struggle to identify an example of a literary element or device in the text that the writer uses to develop a theme. | Not present. |
| <i>Organizing Writing</i> | I can organize my writing to combine my analysis of theme development with my explanation of a text's impact or relevance. | I can organize my writing to convey a clear message to my audience. Includes: <ul style="list-style-type: none"> a clear thesis a meaningful focus logical development using pertinent examples appropriate diction and style choices conclusion | I can organize my writing to convey meaning to my audience, but I struggle to successfully develop my thinking. | I struggle to organize and develop my writing around a focused thesis. | Not present. |
| <i>Communicating Clearly</i> | | I can edit my draft to ensure the proper use of standard conventions throughout my writing so that my message is communicated clearly to my audience. | I can edit my draft using standard conventions, but I struggle to notice errors that cause confusion on the part of my audience, or that detract from my intended message. | I struggle to apply standard conventions when writing, causing a lack of clarity or misunderstanding in my audience. | |