

Topic: English Language Arts/Reading	
Included Standards: 9-10 Access Points Vocabulary and Fluency	
Grade: 9-10	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>The student will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression and be able to use multiple strategies to increase knowledge of grade level appropriate vocabulary.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust reading rate based on purpose and (e.g., for pleasure, information, and task completion) and difficulty. (I) <input type="checkbox"/> Listen to, read and discuss a variety of text. (I/S) <input type="checkbox"/> Read text with accuracy (I/S) <input type="checkbox"/> Listen and respond to stories and informational text (P) <input type="checkbox"/> Identify common words and phrases from other languages. (I) <input type="checkbox"/> Identify word relationships (e.g. common analogies) and their meaning. (I) <input type="checkbox"/> Determine the meaning of a word with multiple meanings (e.g. homographs) in text. (S) <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> rate, expression, multisyllabic, prefixes, suffixes, root words, phrase, context clues <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use new vocabulary that is introduced and taught directly. (I/S) <input type="checkbox"/> Use context clues and graphics to determine meanings of unknown words (I/S) <input type="checkbox"/> Categorize key vocabulary (I/S) <input type="checkbox"/> Relate new vocabulary to familiar words. (I/S) <input type="checkbox"/> Identify new vocabulary that is introduced and taught directly. (P) <input type="checkbox"/> Recognize and use prefixes, suffixes, and root words. (I) <input type="checkbox"/> Recognize and use common prefixes (re- and un- and suffixes (-er). (S) <input type="checkbox"/> Determine the meaning of unknown words using a dictionary or digital tool. (I/S) <input type="checkbox"/> Use phonics skills to decode multisyllabic words. (S) <input type="checkbox"/> Use phonics skills to decode unknown words. (I) <input type="checkbox"/> Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities. (P) <input type="checkbox"/> Accurately and consistently identify pictures or symbols paired with words in stories and daily activities. (P) <input type="checkbox"/> Identify pictures or symbols paired with words to indicate the next steps in a familiar school activity. (P) <input type="checkbox"/> Identify persons, objects and actions by name or characteristics (P) <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: English Language Arts/Reading	
Included Standards: 9-10 Access Points Comprehension	
Grade: 9-10	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>The student will be able to use a variety of strategies to comprehend grade level text.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use strategies to repair comprehension, including but not limited to note-taking, using graphic organizers, questioning, and requesting assistance for clarification. (I) <input type="checkbox"/> Use strategies to repair comprehension, including but not limited to reading, context clues, predicting, using graphic organizers, and checking own understanding when reminded. (S) <input type="checkbox"/> Identify a variety of text structures (e.g., comparison/contrast, cause/effect relationships, chronological order lists) using strategies, including graphic organizers and structured note-taking, and describe how they impact meaning in text. (I) <input type="checkbox"/> Identify author’s purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning. (I) <input type="checkbox"/> Identify cause and effect relationships in stories and informational text. (I) <input type="checkbox"/> Identify explicit cause/effect relationships in stories and informational text. (S) <input type="checkbox"/> Identify similarities and differences in characters, actions, or settings or main idea and details in two texts. (I) <input type="checkbox"/> Identify similarities and differences and sequence of events in stories and informational text using strategies, including graphic organizers. (S) <input type="checkbox"/> Determine the main idea or essential message in text through retelling, guided summarizing, and identify relevant details and facts. (I) <input type="checkbox"/> Determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details. (S) <input type="checkbox"/> Identify the theme in fiction or nonfiction selections. (I) <input type="checkbox"/> Identify persons, objects, settings, and events in read-aloud narrative and informational text. (P) <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify fiction or nonfiction selections based on a theme (e.g., bravery, friendship). (S) <input type="checkbox"/> Recognize details and what happened in read-aloud stories and informational text. (P) <input type="checkbox"/> Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features to make and confirm predictions of content and purpose of reading selections. (I) <input type="checkbox"/> Use background knowledge of the subject and text features (e.g., title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections. (S) <input type="checkbox"/> Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities. (P) <input type="checkbox"/> Make purposeful responses to pictures or symbols paired with words in school settings. (P) <input type="checkbox"/> Use resources when necessary to clarify meaning of pictures, symbols, or words in school activities. (P) <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.