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| **Expectation 2 - We expect the students of Enfield High School to use critical thinking skills to express ideas, including a critical stance in verbal and written modes for various purposes and audiences.**  *\*Aligned with Connecticut Common Core Standards for Reading Informational Text, 9th-12th grades* | |
| 4  (Advanced) | Student meets most or all of the following indicators |
| * Expresses and develops arguments based on valid reasoning and sufficient evidence. * Examines and conveys complex ideas, concepts, and information clearly and accurately. * Develops narratives based on real or imagined life experiences or events effectively. * Produces a clear, coherent, fluent, well-organized, and mechanically correct written product. * Strengthens written product by effectively planning, revising, editing, rewriting. * Uses technology to effectively produce, publish, and update written product. * Conducts research and effectively synthesizes multiple sources of print and digital information. * Draws evidence effectively from literary and/or informational texts and sources, following a standard citation format. |
| 3  (Proficient) | Student meets most or many of the following indicators |
| * Expresses and develops most arguments based on valid reasoning and sufficient evidence. * Examines and conveys complex ideas, concepts, and information clearly and accurately. * Develops narratives based on real or imagined life experiences or events adequately. * Demonstrates some clarity, coherency, fluency, organization, and mechanical correctness in written product. * Strengthens written product by adequately planning, revising, editing, rewriting. * Uses technology to adequately produce, publish, and update a writing product. * Conducts research and adequately synthesizes multiple sources of print and digital information. * Draws evidence adequately from literary and/or informational texts and sources, following a standard citation format. |
| 2  (Basic) | Student meets most or many of the following indicators |
| * Expresses and develops arguments based on limited reasoning and insufficient evidence. * Struggles to examine and convey complex ideas, concepts, and information clearly and accurately. * Struggles to develop narratives based on real or imagined life experiences or events. * Struggles to consistently produce a clear, coherent, fluent, organized, and mechanically correct written product. * Demonstrates inadequate effort to strengthen written product by planning, revising, editing, rewriting. * Ineffectively or inadequately use technology to produce, publish, and update writing product. * Displays limited research and inadequate synthesis of multiple sources of information. * Struggles to draw evidence from literary and/or informational texts and sources and follow a standard citation format. |
| 1  (Below Basic) | Student meets most or all of the following indicators |
| * Fails to express and/or develop arguments based on valid reasoning and sufficient evidence. * Does not examine and convey complex ideas, concepts, and information clearly and accurately. * Fails to develop narratives based on real or imagined life experiences. * Fails to produce a clear, coherent, fluent, organized, and mechanically correct written product. * Fails to strengthen written product by adequately planning, revising, editing, rewriting. * Does not use technology to adequately produce, publish, and update writing product. * Displays little to no research and/or synthesis of multiple sources of print and digital information. * Does not draw evidence from literary and/or informational texts and sources or follow a standard citation format. |

[CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4 Expresses and develops arguments based on valid reasoning and sufficient evidence.

3 Expresses and develops most arguments based on valid reasoning and sufficient evidence.

2 Expresses and develops arguments based on limited reasoning and insufficient evidence.

1 Fails to express and/or develop arguments based on valid reasoning and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## 4 Examines and conveys complex ideas, concepts, and information clearly and accurately.

## 3 Examines and conveys complex most ideas, concepts, and information clearly and accurately.

## 2 Struggles to examine and convey complex ideas, concepts, and information clearly and accurately.

1 Does not examine and convey complex ideas, concepts, and information clearly and accurately.

[CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4 Develops narratives based on real or imagined life experiences or events using effectively.

3 Develops narratives based on real or imagined life experiences or events using adequately.

2 Struggles to develop narratives based on real or imagined life experiences or events.

1 Fails to develop narratives based on real or imagined life experiences.

[CCSS.ELA-Literacy.W.9-10.4](http://www.corestandards.org/ELA-Literacy/W/9-10/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4 Produces a clear, coherent, fluent, well-organized, and mechanically correct written product.

3 Demonstrates some clarity, coherency, fluency, organization, and mechanical correctness in written product.

2 Struggles to consistently produce a clear, coherent, fluent, organized, and mechanically correct written product.

1 Fails to produce a clear, coherent, fluent, organized, and mechanically correct written product.

[CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](http://www.corestandards.org/ELA-Literacy/L/9-10).)

4 Strengthens written product by effectively planning, revising, editing, rewriting.

1. Strengthens written product by adequately planning, revising, editing, rewriting.
2. Demonstrates inadequate effort to strengthen written product by planning, revising, editing, rewriting.

1 Fails to strengthen written product by adequately planning, revising, editing, rewriting.

[CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

4 Uses technology to effectively produce, publish, and update written product.

3 Uses technology to adequately produce, publish, and update a written product.

2 Ineffectively or inadequately uses technology to produce, publish, and update written product.

1 Does not use technology to adequately produce, publish, and update writing product.

[CCSS.ELA-Literacy.W.9-10.7](http://www.corestandards.org/ELA-Literacy/W/9-10/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

4 Conducts research and effectively synthesizes multiple sources of print and digital information.

3 Conducts research and adequately synthesizes multiple sources of print and digital information.

2 Displays limited research and inadequate synthesis of multiple sources of information.

1 Displays little to no research and/or synthesis of multiple sources of print and digital information.

[CCSS.ELA-Literacy.W.9-10.8](http://www.corestandards.org/ELA-Literacy/W/9-10/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](http://www.corestandards.org/ELA-Literacy/W/9-10/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

4 Draws evidence effectively from literary and/or informational texts and sources, following a standard citation format.

3 Draws evidence adequately from literary and/or informational texts and sources, following a standard citation format.

2 Struggles to draw evidence from literary and/or informational texts and sources and follow a standard citation format.

1 Does not draw evidence from literary and/or informational texts and sources or follow a standard citation format.

*NOTE – The above Enfield High School Mission Statement Objective 2 bullet points coalesce CCSS. ELA-Literacy. W.9-10.9 and CCSS ELA-Literacy. W.9-10.9.*

[CCSS.ELA-Literacy.W.9-10.10](http://www.corestandards.org/ELA-Literacy/W/9-10/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*NOTE – The above Enfield High School Mission Statement Objective 2 bullet points comprise CCSS. ELA.-Literacy. W.9-10.10.*