

Language Arts		
Analyzing Literary Devices (LA 10.1.6.c)		
English 1		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p><b>The student will:</b> Analyze the function and critique the effects of the author's use of stylistic and literary devices</p> <p><b>The student will perform processes, such as:</b></p> <ul style="list-style-type: none"> <li>Examine the literary devices used by authors and critique the impact of those devices on the mood, tone, or theme of a piece</li> </ul>	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>Analysis, critique, evaluate, figurative language, figures of speech, style, meaning, irony (situational, dramatic, verbal), simile, metaphor, hyperbole, personification, oxymoron, allusion, imagery, alliteration, paradox</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>Identify words and phrases used figuratively in a grade-appropriate text, including metaphors and similes</li> <li>Recognize the author's purpose in writing a grade-appropriate text when provided</li> </ul>	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

**Sample Activities:**  
After reading Richard Connell's "The Most Dangerous Game", the student correctly identifies textual evidence for literary devices such as irony, imagery, and foreshadowing, and goes on to draw significant inferences about Connell's effectiveness in using literary devices to convey his purpose.

**Sample Activities:**  
After reading Richard Connell's "The Most Dangerous Game", the student correctly identifies the use of literary devices in the text.  
Student correctly identifies literary devices in a set of teacher-generated examples.

Score 0.0	Even with help, no success	
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Language Arts: Honors English 1

Reading: Analyzing Literary Devices (LA 12.1.6.c)

Grade 9

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
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	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
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Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>analyze the function and critique the effects of the author's use of stylistic and literary devices (SKILL: Analyze and critique an author's use of stylistic and literary devices in achieving the author's purpose)</li> </ul>		<p><b>Sample Activities:</b></p> <p>After reading Richard Connell's "The Most Dangerous Game", the student correctly identifies textual evidence for literary and stylistic devices such as allusion, connotation, and syntax, and goes on to draw significant inferences about Connell's effectiveness in using literary devices to convey his purpose.</p>
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	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
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Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b></p> <ul style="list-style-type: none"> <li>analysis, critique, evaluate, figurative language, figures of speech, style, meaning, irony (situational, dramatic, verbal), simile, metaphor, hyperbole, personification, oxymoron, onomatopoeia, allusion, imagery, motif, alliteration, assonance, connotation, denotation, pun, paradox, ambiguity, diction, syntax, aside, soliloquy, monologue</li> </ul> <p><b>The student will perform basic processes, such as:</b></p> <ul style="list-style-type: none"> <li>identify words and phrases used figuratively in a grade-appropriate text, including metaphors and similes</li> <li>recognize the author's purpose in writing a grade-appropriate text when provided</li> <li>interpret the meaning and effects of figurative language in a grade-appropriate text</li> </ul>		<p><b>Sample Activities:</b></p> <p>After reading Richard Connell's "The Most Dangerous Game", the student correctly identifies the use of literary and stylistic devices in the text.</p> <p>Student correctly identifies literary and stylistic devices in a set of teacher-generated examples.</p>
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	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Language Arts

Reading Comprehension (LA 10.1.6.l & LA 10.1.6.o)

English 1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p><b>The student will:</b>            Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading            Respond to text verbally, in writing, or artistically</p> <p><b>The student will perform processes, such as:</b>            Create text-to-text, text-to-self, or text-to-society connections in response to a text            Use research and discussion skills to develop background knowledge and/or to deepen understanding of the text            Write in response to a piece of literature            Use reading strategies to assist in text comprehension</p>		<p><b>Sample Activities:</b>            Student searches for related media in order to build background (e.g. video clip, current event article, pop culture artifact)            Students read and annotate text independently            Student develops a personal response to a text (e.g. oral book talk, journal entry, thematic illustration)</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p><b>The student will recognize or recall specific vocabulary, such as:</b>            • text connections, prior knowledge, activate, comprehend, respond, monitor, clarify, react/interact</p> <p><b>The student will perform basic processes, such as:</b>            • engaging in teacher-led pre/during/after reading activities            • monitoring comprehension</p>		<p><b>Sample Activities:</b>            Students use a variety of teacher-determined reading strategies (e.g. KWL, Graphic Organizers, RAP sheets, QAR, Reciprocal Teaching, Brainstorming)            Students reflect on understanding of text at pre-determined stopping points</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Score 0.0

Even with help, no success

