College and Career Readiness Standard Rubrics:   
CCR Language Standard 6

# Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level A** | * Use some new words and phrases acquired through conversations, reading and being read to, and responding to texts. | * Use many new words and phrases acquired through conversations, reading and being read to, and responding to texts. | * Use new words and phrases acquired through conversations, reading and being read to, and responding to texts, including using some frequently occurring conjunctions to signal simple relationships (e.g., because). | * Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| **Level B** | * Use some new words and phrases acquired through conversations, reading and being read to, and responding to texts. | * Use some new words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy). | * Acquire and use accurately some level-appropriate conversational, general academic, and domain-specific words and phrases, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy) and those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | * Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy) and those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| **Level C** | * Acquire few general academic and domain-specific words and phrases. | * Acquire and use accurately some level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered), but may not be contextualized to a particular topic or signal logical relationships. | * Acquire and use accurately some level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered), that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). And that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | * Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered), that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation), and that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| **Level D** | * Acquire and use accurately few general academic and domain-specific words and phrases. | * Acquire and use accurately some level-appropriate general academic and domain-specific words and phrases; with guidance and direction can begin to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | * Acquire and use accurately many level-appropriate general academic and domain-specific words and phrases; begin to gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression. | * Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Level E** | * Acquire and use accurately few general academic and domain-specific words and phrases, not yet sufficient for reading, writing, speaking, and listening at the college and career readiness level; requires guidance and assistance in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | * Acquire and use accurately some general academic and domain-specific words and phrases, not yet sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate some independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | * Acquire and use accurately many general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate sufficient independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | * Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |