

**ENGLISH  
LANGUAGE  
ARTS  
GRADE 9/10**

**Theory of Action:** Academic standards represent a collective commitment around what students should learn each year. The state assessment asks students to demonstrate their knowledge, skills, and understanding related to these standards using a common measure. The resulting data allows us to see patterns in performance that should guide school and district improvement, helping identify areas of strength and opportunity.

**Role of Performance Level Descriptors in Defining Proficiency:** Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. **Academic proficiency represents a range of observable student performance characteristics.** There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

**Proficiency and Difficulty:** A student’s ability to demonstrate proficiency is influenced by the complexity of the texts or stimuli presented, tasks they’re asked to complete, and the contexts in which they are engaged. As student performance improves, students are typically able to handle more challenging texts/stimuli, tasks, and contexts, and are able to demonstrate their skills and knowledge more accurately and consistently.

\***Thorough** - Complete, detailed, and covering all aspects of something with great attention to detail.

\***Accurate** - Free from errors, correct, and precise in details or measurements.

\***Inconsistent** - Lacking uniformity, contradictory, or not staying the same over time.

\***Inaccurate** - Containing errors, incorrect, or not precise.

**Key Ideas and Details** *Student performance indicates the ability to...*

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
CCRA.R.1-3 CCRA.R.10 CCRA.W.9 RL.9/10.1-3 RL.9/10.910 RI.9/10.1-3 RI.9/10.9-10 W.9/10.9 RH.9/10.1-3 RH.9/10.9-10	<b>Close Reading:</b> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a text.</li> <li>Make limited logical conclusions to support explanation of a text.</li> <li>Partially paraphrase statements in a text.</li> </ul>	<b>Close Reading:</b> <ul style="list-style-type: none"> <li>Locate and interpret important details in a text.</li> <li>Make logical conclusions to support explanation of a text.</li> <li>Paraphrase some statements in a text.</li> </ul>	<b>Close Reading:</b> <ul style="list-style-type: none"> <li>Locate and interpret important details as well as minor or subtly stated details in a text.</li> <li>Make logical inferences and conclusions to support analysis of a text.</li> <li>Paraphrase most statements in a text.</li> </ul>	<b>Close Reading:</b> <ul style="list-style-type: none"> <li>Locate and thoroughly interpret important details as well as minor or subtly stated details in a text.</li> <li>Make sophisticated inferences and conclusions to support a thorough analysis of a text.</li> <li>Paraphrase virtually any statement in a text.</li> </ul>

Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a prose-constructed response. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
WHST.9/10.9 RST.9/10.1-3 RST.9/10.5 RST.9/10.9	<b>Central Ideas, Themes, and Summaries:</b> <ul style="list-style-type: none"> <li>Determine the topic of a text.</li> <li>Summarize limited key supporting ideas and details in a text.</li> </ul> Identify how some details support a central idea or theme in a text.	<b>Central Ideas, Themes, and Summaries:</b> <ul style="list-style-type: none"> <li>Determine a central idea or theme in a text.</li> <li>Summarize some key supporting ideas and details in a text.</li> <li>Determine how some details support a central idea or theme in a text.</li> </ul>	<b>Central Ideas, Themes, and Summaries:</b> <ul style="list-style-type: none"> <li>Determine a central idea or theme in a text.</li> <li>Summarize key supporting ideas and details in a text.</li> <li>Analyze how details shape the development of a central idea or theme in a text.</li> </ul>	<b>Central Ideas, Themes, and Summaries:</b> <ul style="list-style-type: none"> <li>Infer a central idea or theme in a text OR determine multiple themes.</li> <li>Summarize key supporting ideas and details in a text.</li> <li>Analyze how details shape and refine the development of central ideas or themes in a text.</li> </ul>
	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) an event occurs in a text.</li> <li>Identify some clearly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Identify simple cause-effect relationships within sentences.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order simple sequences of events in a text.</li> <li>Identify clearly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Determine simple cause-effect relationships within paragraphs.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order sequences of events in a text.</li> <li>Describe comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Explain clear cause-effect relationships in a text.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order complex sequences of events in a text.</li> <li>Analyze implied or subtly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Analyze implied or subtly stated cause-effect relationships in a text.</li> </ul>

Craft and Structure <i>Student performance indicates the ability to...</i>				
Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
CCRA.R.4-6 CCRA.R.10 CCRA.W.9 CCRA.L.3-6 RL.9/10.2-6 RL.9/10.9-10 RI.9/10.2-6 RI.9/10.8-10 W.9/10.9	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Determine how simple words or phrases influence meaning.</li> <li>Identify some multiple-meaning words, as well as those with basic technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Determine how simple words or phrases influence meaning and/or tone.</li> <li>Interpret some multiple-meaning words, as well as those with basic technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Analyze how specific words or phrases influence meaning and tone.</li> <li>Interpret words and phrases, including multiple-meaning words, as well as those with technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Analyze how specific words or phrases subtly shapes meaning and tone.</li> <li>Interpret virtually any word or phrase, including multiple-meaning words, as well as those with technical, connotative, and figurative meanings.</li> </ul>

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<b>L.9/10.3-6</b> <b>RH.9/10.4-6</b> <b>RH.9/10.10</b> <b>WHST.9/10.9</b> <b>RST.9/10.4-6</b> <b>RST.9/10.10</b>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Identify how a sentence, idea, choice, or event may relate to another part of a text.</li> <li>Identify straightforward structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Identify some organizational features of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Describe how one or more sentences, ideas, choices, or events relate to other parts of a text.</li> <li>Determine the function of straightforward structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Describe the organizational structure of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Analyze how one or more sentences, ideas, choices, or events relate to the text as a whole.</li> <li>Analyze the function of specific structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Analyze the organizational structure of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Analyze how multiple sentences, ideas, choices, or events subtly relate to the text as a whole.</li> <li>Analyze the function and effect of specific structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Analyze the effectiveness of the organizational structure of a text.</li> </ul>
	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Recognize elements of the author's point of view (including cultural experience) or purpose.</li> <li>Identify some elements of content and style connected to the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Determine the author's point of view (including cultural experience) and purpose.</li> <li>Recognize how some elements of content and style connect to the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Determine the author's point of view (including cultural experience) and purpose.</li> <li>Analyze how content and style reflect the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Analyze the author's point of view (including cultural experience) and purpose.</li> <li>Analyze how content and style advance the point of view or purpose.</li> </ul>

<b>Integration of Knowledge and Ideas</b> <i>Student performance indicates the ability to...</i>				
Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<b>CCRA.R.7-10</b> <b>CCRA.W.9</b> <b>RL.9/10.9-10</b> <b>RI.9/10.5-9</b> <b>RI.9/10.10</b> <b>W.9/10.9</b> <b>RH.9/10.6-10</b> <b>WHST.9/10.9</b> <b>RST.9/10.7-10</b>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify a clearly stated claim.</li> <li>Identify one or more sentences connected to a claim.</li> <li>Identify some elements of reasoning.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify a central claim.</li> <li>Analyze how one or more sentences support a claim.</li> <li>Identify some elements of reasoning, including the use of some fallacies.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify or infer a central claim.</li> <li>Analyze how one or more sentences support a claim, including whether the evidence is relevant and sufficient.</li> <li>Assess the validity of reasoning, including the use of fallacies.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Infer a central claim.</li> <li>Analyze how one or more sentences subtly support a claim, including whether the evidence is persuasive, relevant, and sufficient.</li> <li>Evaluate the validity and persuasiveness of reasoning, including the use of fallacies.</li> </ul>

Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
	<b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make simple and straightforward comparisons between two passages.</li> </ul>	<b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Compare and/or contrast two passages.</li> </ul>	<b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make logical conclusions using information from two literary narratives or informational texts.</li> </ul>	<b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make logical conclusions using information from multiple portions of two literary narratives or informational texts.</li> </ul>

Written Expression <i>Student performance indicates the ability to...</i>				
Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.9/10.1-5 W.9/10.10 L.9/10.3-6 WHST.9/10.1 WHST.9/10.2 WHST.9/10.4-5 WHST.9/10.10	<b>Topic Development in Terms of Purpose and Focus:</b> <ul style="list-style-type: none"> <li>Generate a thesis that is <u>ineffective</u> or not clearly related to a given issue.</li> <li>Conduct an analysis that <u>ineffectively</u> identifies a counter-perspective OR provide an irrelevant counter-perspective.</li> <li>Develop ideas with <u>ineffective</u> or irrelevant support for claims.</li> <li>Produce an <u>ineffective</u> line of reasoning with minimal evidence.</li> </ul>	<b>Topic Development in Terms of Purpose and Focus:</b> <ul style="list-style-type: none"> <li>Generate a thesis that <u>inconsistently</u> establishes a perspective on a given issue.</li> <li>Conduct an <u>inconsistent</u> analysis that describes one or more counter perspectives.</li> <li>Develop ideas with <u>inconsistent</u> support for claims that attempt to anticipate the audience's needs.</li> <li>Produce an <u>inconsistent</u> line of evidence-based reasoning.</li> </ul>	<b>Topic Development in Terms of Purpose and Focus:</b> <ul style="list-style-type: none"> <li>Generate a precise thesis that establishes a perspective on a given issue.</li> <li>Conduct an <u>effective</u> analysis to address the strengths and/or weaknesses of one or more counter- perspectives.</li> <li>Develop ideas with <u>effective</u> support for claims that anticipate the audience's needs.</li> <li>Produce an <u>effective</u> line of relevant reasoning.</li> </ul>	<b>Topic Development in Terms of Purpose and Focus:</b> <ul style="list-style-type: none"> <li>Generate a precise thesis that establishes a nuanced perspective on a given issue.</li> <li>Conduct a <u>thorough</u> analysis to address the strengths and weaknesses of multiple perspectives.</li> <li>Develop ideas with <u>thorough</u> support for claims that anticipate the audience's needs and biases.</li> <li>Produce a <u>thorough</u> line of purposeful reasoning that effectively conveys the significance of the argument.</li> </ul>
	<b>Organization, Unity, and Cohesion:</b> <ul style="list-style-type: none"> <li>Group ideas with little consistency or clarity.</li> <li>Use misleading or <u>ineffective</u> transitions OR lack transitions.</li> <li>Provide a conclusion that <u>does not</u> support the thesis OR lack a conclusion.</li> </ul>	<b>Organization, Unity, and Cohesion:</b> <ul style="list-style-type: none"> <li>Group most ideas logically.</li> <li>Use transitions <u>inconsistently</u> between and within paragraphs to clarify some relationships among ideas.</li> <li>Provide a conclusion that <u>inconsistently</u> supports the thesis.</li> </ul>	<b>Organization, Unity, and Cohesion:</b> <ul style="list-style-type: none"> <li>Group and sequence ideas logically around a precise thesis.</li> <li>Use transitions between and within paragraphs to <u>effectively</u> and consistently to clarify the relationships among ideas.</li> <li>Provide a conclusion that <u>logically</u> supports the thesis</li> </ul>	<b>Organization, Unity, and Cohesion:</b> <ul style="list-style-type: none"> <li>Group and sequence ideas logically, creating a progression that increases the effectiveness of the argument.</li> <li>Use transitions between and within paragraphs to strengthen the relationships among ideas.</li> <li>Provide a conclusion that effectively supports and extends the thesis.</li> </ul>

**Knowledge of Written Language and Conventions** *Student performance indicates the ability to...*

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.9/10.1-5 W.9/10.10 L.9/10.1-5 WHST.9/10.1-2 WHST.9/10.4-5 WHST.9/10.10	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make word choices that are rudimentary and frequently imprecise.</li> <li>Make stylistic choices, including voice, tone, and diction, that are inconsistent and are not always appropriate for the given writing purpose and topic.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make word choices that are general and occasionally imprecise.</li> <li>Make stylistic choices, including voice, tone, and diction, that are not always appropriate for the given writing purpose and topic.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make precise word choices in service of the argument or narrative.</li> <li>Make stylistic choices, including voice, tone, and diction, that are appropriate for a given writing purpose and topic.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make skillful and precise word choices that enhance the argument or narrative.</li> <li>Make stylistic choices, including voice, tone, and diction, that are strategic and effective for a given writing purpose and topic.</li> </ul>
	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences that attempt to use parallel structure.</li> <li>Compose sentences that lack variation OR inaccurately use phrases and clauses.</li> </ul>	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences with <u>inconsistent</u> use of parallel structure.</li> <li>Compose sentences with <u>limited variation</u> in phrases and clauses.</li> </ul>	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences that <u>accurately</u> use parallel structure.</li> <li>Compose sentences that <u>accurately</u> use various types of phrases and clauses to convey meaning and add interest.</li> </ul>	<p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences that <u>effectively</u> and consistently use parallel structure.</li> <li>Compose sentences that <u>purposefully</u> use various types of phrases and clauses to convey meaning, tone, and interest.</li> </ul>
	<p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that has distracting errors in grammar, usage, and spelling and only sometimes conveys meaning clearly.</li> </ul>	<p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that has distracting errors in grammar, usage, and spelling but they generally do not impede understanding.</li> </ul>	<p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that has only minor errors in grammar, usage, and spelling that do not impede understanding.</li> </ul>	<p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that is free of all but a few minor errors in grammar, usage, and spelling that do not impede understanding.</li> </ul>
	<p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that has distracting punctuation and/or capitalization errors and only sometimes conveys meaning clearly.</li> </ul>	<p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that has distracting errors in punctuation and/or capitalization that may impede understanding.</li> </ul>	<p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that is free of all but a few punctuation and capitalization errors that seldom impede understanding.</li> </ul>	<p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Produce writing that is free of all but a few punctuation and capitalization errors that do not impede understanding.</li> </ul>