

English Language Arts Grade 9 Final

(Student name) scored at the *Advanced* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of a wide variety of general and technical words using a full range of strategies;
- demonstrate literal and inferential understanding of what they read by making inferences, predictions, and generalizations; interpreting cause/effect relationships; reasoning inductively and deductively; and making connections of ideas to real-life experiences;
- analyze, including comparing and contrasting, complex story elements, literary devices, ideas, and an author's purpose and viewpoint;
- research a topic by selecting and evaluating relevant information from a variety of print and electronic sources;
- identify accurate parenthetical citations and bibliographic entries using a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a clear central idea, logical and cohesive organization, thorough elaboration with a variety of supporting details, and a variety of varied, effective transitions;
- demonstrate an awareness of audience through rich creative vocabulary and sentence structure that reflects voice or personality; and
- maintain consistent command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Mastery* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of a variety of words using a variety of strategies;
- demonstrate understanding of what they read using a variety of strategies, such as making inferences, predictions, and generalizations; drawing conclusions; determining cause/effect relationships; and reasoning inductively and deductively;
- interpret and compare/contrast complex story elements, literary devices, ideas, and an author's purpose and viewpoint;
- use knowledge of the distinctive characteristics of various genres to interpret elements;
- research a topic by selecting and analyzing information from multiple print and electronic sources;
- identify accurate parenthetical citations and bibliographic entries using a model;
- use analytical, critical, and/or creative thinking in response to a writing task;
- construct a response with a central idea, logical organization, relevant elaboration, and varied, effective transitions;
- demonstrate an awareness of audience through varied vocabulary and sentence structure; and
- demonstrate reasonable command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of grade-level words using various strategies;
- demonstrate understanding of what they read by identifying ideas and information from texts using various strategies such as sequencing; making simple inferences, predictions, and generalizations; drawing conclusions; and identifying stated cause/effect relationships;
- identify and compare story elements, literary devices, main ideas, and an author's purpose and viewpoint;
- identify the distinctive characteristics of various genres;
- research a topic by selecting relevant information from a variety of print and electronic sources;
- identify accurate bibliographic entries using a model;
- demonstrate some evidence of critical and/or creative thinking in response to a writing task;
- construct a response with a central idea, some conscious organization, some supporting information, and simple transitions;
- demonstrate audience awareness through some variety in vocabulary and sentence structure; and
- demonstrate partial command of sentence formation, usage, mechanics, and spelling.

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(Student name) scored at the *Approaching Basic* level in English Language Arts. Students scoring at this level generally exhibit the ability to

- identify meanings of commonly used words;
- demonstrate partial understanding of what they read using strategies such as identifying simple sequences, drawing simple conclusions, making predictions and simple generalizations, and identifying stated cause/effect relationships;
- identify simple literary elements, devices, main ideas, and an author's stated purpose;
- research a topic by locating and selecting some information from print and electronic sources;
- identify accurate bibliographic entries for commonly used sources using a model;
- demonstrate a limited response to a writing task;
- construct a response with a weak central idea, some evidence of organization, minimal details, and few transitions;
- demonstrate a limited awareness of audience through selection of simple or inappropriate vocabulary, and lack of sentence variety; and
- demonstrate little or no command of sentence formation, usage, mechanics, and spelling.

(Student name) scored at the *Unsatisfactory* level in English Language Arts. Students scoring at this level have not demonstrated the fundamental knowledge and skills needed for the next level of schooling. Students scoring at this level need to develop the ability to

- demonstrate an understanding of what they read;
- identify simple story or literary elements, and elements of an author's style;
- make simple or broad connections between texts and personal experiences;
- locate information in commonly used sources;
- develop an appropriate response to a writing task;
- construct a response with a focused central idea, an observable organizational pattern, and sufficient supporting details;
- show audience awareness through use of appropriate vocabulary, varied sentence structure, and personal style; and
- demonstrate acceptable command of sentence formation, usage, mechanics, and spelling.