

**English II**

<b>Standard</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not employ a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and

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	information presented orally and does not identify the correct thesis, main points, style, and structure of a speech.	critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a challenging speech.	information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a challenging speech.	critiques of information presented orally. The student consistently identifies the correct thesis, main points, style, and structure of a challenging speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not use an appropriate variety of prewriting strategies and does not organize ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	.A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources,	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources,	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a

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	documentation, and graphics for a research paper.	The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	documentation, and graphics for an extended research paper.	standard format for text, sources, documentation, and graphics for an extended research paper.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of using logic to make inferences and draw logical conclusions. The student does not analyze text for logical relationships or evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
<b>Media</b>	A student at this level has not demonstrated basic understanding of evaluating media for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The student does not apply and adapt	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student inconsistently identifies how	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound techniques affect messages. The	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies how visual and sound techniques

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	the principles of written composition to create presentations.	visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent presentations.	student typically applies and adapts the principles of written composition to create coherent presentations.	affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of identifying, analyzing, and comparing works of world literature within their literary and historical context. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres. The student does not evaluate how the genre articulates the writer's vision.	The student inconsistently and incorrectly identifies, analyzes, and compares significant works of world literature within their literary and historical context. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student inconsistently evaluates correctly how the genre articulates the writer's vision.	The student typically identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres. The student typically evaluates correctly how the genre articulates the writer's vision.	The student consistently identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student consistently evaluates correctly how the genre articulates the writer's vision.