Grade 9 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, On-Grade-Level, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the B.E.S.T. Standards.
Level 2	Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida B.E.S.T. Standards*. A student performing at Level 2: - describes how simplistic key elements enhance or add a single layer of meaning and/or style in a grade-level low-to-mid complexity literary text. - explains simple or explicitly stated universal themes and their development throughout a grade-level low complexity literary text. - explains an explicitly stated perspective and how the author creates simplistic irony or satire in a grade-level low complexity literary text. - describes simple characters, structures, and/or explicitly stated themes of grade-level low complexity epic poetry. - explains how simplistic text structures and/or features convey a purpose and/or meaning in grade-level low-to-mid complexity informational text(s). - explains the explicit support an author uses to develop the explicit central idea(s) throughout a grade-level low complexity informational text. - explains how an author establishes and achieves straightforward purpose(s) through a rhetorical appeal and/or figurative language in grade-level low complexity informational text(s). - explains some elements of development of an opposing argument on the same topic and describes the validity of simple claims in a grade-level low-to-mid complexity informational text(s). - describes how simplistic uses of figurative language is related to explicitly stated mood in grade-level low-to-mid complexity informational text(s). - paraphrases content from grade-level texts with some accuracy; may focus only on central idea and make limited changes in wording. - compares or contrasts ways in which authors have adapted mythical, classical, or religious grade-level low-to-mid complexity literary text(s). - describes an author's use of simple rhetoric in a grade-level low-to-mid complexity text. - writes narratives using limited narrative techniques, simple transitions, and an inconsistent point of view. - writes to argue a position supporting simple claims, using insufficient reasoning and confusing evidence from sources, attempting to rebut counterclaims with ineffective evidence, using limited organizational structure, ineffective elaboration, attempted transitions, and an inconsistent tone. - writes expository texts to simplistically explain and partially analyze information from sources, using limited organization, attempted transitions, and an inconsistent tone.

Achievement Level	Achievement Level Descriptions
Level 2	- improves writing by considering feedback from adults, peers, and/or online editing tools, minimally or superficially revising for clarity and cohesiveness. - inconsistently follows the basic rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with minimal or inconsistent control. - conducts basic research to answer a simple question, drawing on a single or marginally reliable source and minimally refining the scope of the question to align with findings. - inconsistently uses academic vocabulary appropriate to grade level in writing with inconsistent control. - applies knowledge of etymology and derivations to determine the meaning of simple words and phrases in grade-level low complexity text(s). - applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of simple words and phrases appropriate to grade level in low complexity text(s).
Level 3	Students at this level demonstrate **on-grade-level** success with the challenging content of the *Florida B.E.S.T. Standards*. A student performing at Level 3: - explains how simplistic key elements enhance or add layers of meaning and/or style in a grade-level low-to-mid-complexity literary text. - analyzes simple or explicitly stated universal themes and their development throughout a grade-level low-to-mid complexity literary text. - analyzes the basic influence of narrator perspective on a text, explaining how the author creates simplistic irony or satire in a grade-level low- to-mid complexity literary text. - explains simple characters, structures, and themes of grade appropriate low-to-mid complexity epic poetry. - analyzes how basic text structures and/or features convey a straightforward purpose and/or meaning in grade-level low-to-mid complexity informational text(s). - analyzes the explicit support an author uses to develop the simple central idea(s) throughout a grade-level mid complexity informational text. - explains how an author establishes and achieves a straightforward purpose(s) through rhetorical appeals and/or figurative language in grade-level mid complexity informational text(s). - explains the development of one or two opposing arguments on the same topic and describes the effectiveness and the validity of the simple claims in a grade-level low-to-mid complexity informational text(s). - explains how simplistic uses of figurative language creates mood in grade-level low-to-mid complexity informational text(s). - paraphrases content from grade-level texts with some accuracy and includes some details from the author's original message; may miss key details. - compares and contrasts the explicit ways in which authors have adapted mythical, classical, or religious grade-level low-to-mid complexity literary text(s).

Achievement Level	Achievement Level Descriptions
Level 3	• explains an author's use of simple rhetoric in a grade-level low-to-mid complexity text. • writes narratives using basic narrative techniques, appropriate transitions, and a recognizable point of view. • writes to argue a position adequately supporting claims, using general reasoning and credible evidence from multiple sources, rebutting counterclaims with sufficient evidence, using a clear organizational structure, adequate elaboration, logical transitions, and a tone appropriate to the task. • writes expository texts to adequately explain and analyze information from multiple sources, using a clear organization, logical transitions, and a tone appropriate to the task. • improves writing by considering feedback from adults, peers, and/or online editing tools, adequately revising for clarity and cohesiveness. • adequately follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with some control. • conducts research to answer a question, partially drawing on multiple reliable and valid sources and adequately refining the scope of the question to align with findings. • uses academic vocabulary appropriate to grade level in writing with some control. • applies knowledge of etymology and derivations to determine the meaning of words and phrases in grade-level low-to-mid complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases appropriate to grade level in low-to-mid complexity text(s).
Level 4	Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the Florida B.E.S.T. Standards. A student performing at Level 4: • explains how key elements enhance or add layers of meaning and/or style in a grade-level mid-to-high complexity literary text. • analyzes universal themes and their development throughout a grade-level mid-to-high complexity literary text. • analyzes the influence of narrator perspective on a text, explaining how the author creates irony or satire in a grade-level mid-to-high complexity literary text. • analyzes the characters, structures, and themes of grade-level mid-to-high complexity epic poetry. • analyzes how multiple text structures and/or features convey a purpose and/or meaning in grade-level mid-to-high complexity informational text(s). • evaluates the support an author uses to develop the central idea(s) throughout a grade-level mid-to-high complexity informational text. • analyzes how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language in grade-level mid-to-high complexity informational text(s).

Achievement Level	Achievement Level Descriptions
Level 4	• compares the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims in a grade-level mid-to-high complexity informational text(s). • explains how figurative language creates mood in grade-level mid-to-high complexity informational text(s). • paraphrases content from grade-level texts. • compares and contrasts the ways in which authors have adapted mythical, classical, or religious grade-level mid-to-high complexity literary texts. • explains an author's use of rhetoric in a grade-level mid-to-high complexity text. • writes narratives using narrative techniques, varied transitions, and a clearly established point of view. • writes to argue a position supporting claims, using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. • writes expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. • improves writing by considering feedback from adults, peers, and/or online editing tools, effectively revising for clarity and cohesiveness. • follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. • conducts research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings. • integrates academic vocabulary appropriate to grade-level writing. • applies knowledge of etymology and derivations to determine meanings of words and phrases in grade-level mid-to-high complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases appropriate to grade level in mid-to-high complexity text(s).
Level 5	Students at this level demonstrate **mastery** of the most challenging content of the *Florida B.E.S.T. Standards*. A student performing at Level 5: • explains thoroughly how complex key elements enhance or add layers of meaning and/or style in a grade-level high complexity literary text. • analyzes thoroughly complex and/or abstract universal themes and their development throughout a grade-level high complexity literary text(s). • analyzes thoroughly the influence of narrator perspective on a text, explaining how the author creates complex or understated irony or satire in a grade-level high complexity literary text(s). • analyzes thoroughly complex characters, structures, and implied themes of grade-level high complexity epic poetry. • analyzes thoroughly how multiple text structures and/or features convey a complex purpose and/or meaning in grade-level high complexity informational text(s).

Achievement Level	Achievement Level Descriptions
Level 5	• evaluates the support an author uses to develop implicit and complex central idea(s) throughout a grade-level high complexity informational text(s). • analyzes thoroughly how an author establishes and achieves complex purpose(s) through multiple types of rhetorical appeals and/or figurative language in grade-level high complexity informational text(s). • compares the development of two or more opposing arguments on the same topic, evaluating the effectiveness and validity of the complex claims in a grade-level high complexity informational text(s). • explains thoroughly how complex uses of figurative language creates understated mood in grade-level high complexity informational text(s). • paraphrases content from grade-level texts by strategically synthesizing the text to convey the author's original message with sophistication. • compares and contrasts thoroughly the ways in which authors have created a complex adaptation of mythical, classical, or religious grade-level mid-to-high complexity literary texts. • explains thoroughly an author's use of complex rhetoric in a grade-level high complexity text(s). • writes narratives using advanced narrative techniques, purposeful transitions, and a consistent point of view. • writes to argue a position supporting sophisticated claims, using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with well-chosen, convincing evidence, using strong and logical organizational structure, skillful elaboration, purposeful and varied transitions, and a consistent tone appropriate to tasks. • writes expository texts to effectively explain and analyze information from multiple sources, using strong and logical organization, varied purposeful transitions, and a consistent tone appropriate to the task. • improves writing by strategically incorporating feedback from adults, peers, and/or online editing tools, skillfully and substantively revising multiple drafts for clarity and cohesiveness. • follows consistently the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with deliberate control. • conducts thorough research to answer a complex question, drawing on multiple reliable and valid sources and skillfully refining the scope of the question to align with findings. • integrates skillfully complex academic vocabulary appropriate to grade level in writing to create a deliberate effect. • applies knowledge of etymology and derivations to determine meanings of complex words and phrases in grade-level high complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of complex words and phrases appropriate to grade level in high complexity text(s).