

Missouri End-of-Course Assessment Achievement Level Descriptors

English II

Achievement Levels

Advanced: Students performing at the Advanced level on the Missouri English II End-of-Course Assessment consistently demonstrate a thorough understanding of the skills and processes identified in the Course Level Expectations for English II. They demonstrate higher-level skills in reading processes, in responding to both fiction and nonfiction texts, and in writing effectively. In addition to understanding and applying the skills at the Proficient level, students scoring at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply different strategies for accessing and summarizing information. They follow a writing process to compose well-developed and organized papers for a variety of audiences and purposes, while consistently and correctly applying the rules and conventions of Standard English.

Scale Score Cut: 225-250

Proficient: Students performing at the Proficient level on the Missouri English II End-of-Course Assessment demonstrate an understanding of the skills and processes identified in the Course Level Expectations for English II. They demonstrate these skills in reading processes, in responding to both fiction and nonfiction texts, and in writing effectively. In addition to understanding and applying the skills at the Basic level, students scoring at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They follow a writing process to compose well-developed and organized papers for a variety of audiences and purposes, while correctly applying the rules and conventions of Standard English.

Scale Score Cut: 200-224

Basic: Students performing at the Basic level on the Missouri English II End-of-Course Assessment demonstrate an incomplete understanding of the skills and processes identified in the Course Level Expectations for English II. They demonstrate these skills inconsistently in reading processes, in responding to both fiction and nonfiction texts, and in writing. In addition to understanding and applying the skills at the Below Basic level, students scoring at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They may follow a writing process to compose papers while inconsistently applying the rules and conventions of Standard English.

Scale Score Cut: 180-199

Below Basic: Students performing at the Below Basic level on the Missouri English II End-of-Course Assessment demonstrate little understanding of the skills and processes identified in the Course Level Expectations for English II. They demonstrate these skills inconsistently and/or incorrectly in reading processes, in responding to both fiction and nonfiction texts, and in writing. Students scoring at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They may not follow a writing process to compose papers and/or incorrectly apply the rules and conventions of Standard English.

Scale Score Cut: 100-179

Achievement Descriptors

Advanced

Scale Score Cut: 225-250

Reading — In both fiction and nonfiction, a student can

- ✓ Determine vocabulary meaning
- ✓ Analyze the main idea and evaluate supporting details
- ✓ Make sophisticated connections — compare, contrast, evaluate
- ✓ Evaluate text features
- ✓ Analyze complex figurative language and literary techniques
- ✓ Draw insightful conclusions
- ✓ Summarize and paraphrase complex ideas and information
- ✓ Analyze literary elements
- ✓ Evaluate reasoning, inferences, and sources
- ✓ Evaluate proposed solutions
- ✓ Evaluate accuracy and adequacy of evidence
- ✓ Evaluate organizational patterns
- ✓ Evaluate the author's point of view, viewpoint/perspective, and purpose
- ✓ Evaluate the author's tone

Writing — A student is able to write across genres a paper that

- ✓ Contains a strong controlling idea, along with an effective beginning, middle, and end
- ✓ Uses paragraphing effectively
- ✓ Progresses in a logical order and uses cohesive devices effectively
- ✓ Addresses the topic clearly and provides specific and relevant details, reasons, and examples
- ✓ Uses precise, vivid language in sentences that are clear and varied in structure
- ✓ Effectively uses writing techniques
- ✓ Shows complexity, freshness of thought, and individual perspective
- ✓ Shows a clear awareness of audience and purpose
- ✓ Contains few errors in Standard English and spelling
- A student is able to consistently and correctly apply the conventions of capitalization, punctuation, and standard usage.

Proficient

Scale Score Cut: 200-224

Reading — In both fiction and nonfiction, a student can

- ✓ Determine vocabulary meaning
- ✓ Identify the main idea and supporting details
- ✓ Make connections — compare, contrast, analyze
- ✓ Analyze text features
- ✓ Analyze figurative language and literary techniques
- ✓ Draw accurate conclusions
- ✓ Summarize and paraphrase ideas and information
- ✓ Analyze literary elements
- ✓ Analyze reasoning, inferences, and sources
- ✓ Analyze proposed solutions
- ✓ Analyze evidence and use of information
- ✓ Analyze organizational patterns
- ✓ Analyze the author's point of view, viewpoint/perspective, and purpose
- ✓ Analyze the author's tone

Writing — A student is able to write across genres a paper that

- ✓ Contains a controlling idea, along with a clear beginning, middle, and end
 - ✓ Uses paragraphing appropriately
 - ✓ Progresses in a generally logical order and uses cohesive devices
 - ✓ Addresses the topic and provides details, reasons, and examples
 - ✓ Uses precise language in sentences that are clear and show some variety in structure
 - ✓ Uses writing techniques
 - ✓ Shows some complexity, freshness of thought, and/or individual perspective
 - ✓ Shows awareness of audience and purpose
 - ✓ Contains some errors in Standard English and spelling
- A student is able to apply the conventions of capitalization, punctuation, and standard usage correctly.

Basic

Scale Score Cut: 180-199

Reading — In fiction and nonfiction, a student can

- ✓ Determine vocabulary meaning
- ✓ Identify the main idea and major details
- ✓ Make simple connections — compare, contrast
- ✓ Identify text features
- ✓ Identify figurative language and literary techniques
- ✓ Draw basic/simple conclusions
- ✓ Summarize and paraphrase basic ideas and information
- ✓ Identify basic literary elements
- ✓ Make simple inferences
- ✓ Identify proposed solutions
- ✓ Determine reliability of information
- ✓ Identify organizational patterns
- ✓ Identify author's purpose and point of view
- ✓ Identify author's tone

Writing — A student is able to write across genres a paper that

- ✓ Contains an idea, though it may lack focus, along with a beginning, middle, and end
 - ✓ Shows evidence of paragraphing
 - ✓ Progresses generally in a somewhat logical order and may use cohesive devices
 - ✓ Addresses the topic but relies on generalities rather than specifics
 - ✓ May use imprecise language in sentences that are generally clear in structure
 - ✓ May lack writing techniques
 - ✓ May lack complexity, freshness of thought, and individual perspective
 - ✓ Shows some awareness of audience and purpose
 - ✓ Contains errors in Standard English and spelling that may be distracting
- A student inconsistently applies the conventions of capitalization, punctuation, and standard usage

Below Basic

Scale Score Cut: 100-179

Reading — In fiction and nonfiction, a student can

- ✓ Determine vocabulary meaning
- ✓ Identify the main idea and some details
- ✓ Make simple connections
- ✓ Identify simple text features
- ✓ Identify figurative language
- ✓ Identify characters, plot, and setting
- ✓ Determine literal meaning
- ✓ Identify point of view

Writing — A student is able to write across genres a paper that

- ✓ May contain an unfocused idea and may lack a beginning, middle, and/or end
 - ✓ May lack evidence of paragraphing
 - ✓ Does not progress in a logical order and lacks cohesion
 - ✓ May address the topic but lacks details
 - ✓ May use imprecise language in sentences that may be unclear in structure
 - ✓ Shows little evidence of writing techniques
 - ✓ Lacks complexity, freshness of thought, and individual perspective
 - ✓ Shows little or no awareness of audience or purpose
 - ✓ Contains repeated errors in Standard English and spelling that are distracting
- A student incorrectly applies the conventions of capitalization, punctuation, and standard usage.