

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 and independently demonstrate a thorough command of the skills and processes identified in the Missouri Reading and Writing Expectations for English II. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts, and in writing effectively. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a range of strategies to comprehend and interpret a variety of grade-level texts, demonstrate a thorough understanding of literary forms, and consistently apply different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of English.

Scale Score Cut: 225-250

Proficient: Students performing at the Proficient level on the Missouri English II End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Reading and Writing Expectations for English II. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of grade-level texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit an adequate command of the conventions of English.

Scale Score Cut: 200-224

Basic: Students performing at the Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Reading and Writing Expectations for English II. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of grade-level texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing or exhibit a command of the conventions of English.

Scale Score Cut: 182-199

Below Basic: Students performing at the Below Basic level on the Missouri English II End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Reading and Writing Expectations for English II. They demonstrate these skills inconsistently and/or incorrectly in reading processes, in responding to both literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret grade-level texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit a command of the conventions of English.

Scale Score Cut: 100-181

Achievement Descriptors

Advanced

Scale Score Cut: 225-250

***Reading* — In addition to demonstrating, understanding, and applying the skills at the Proficient level, students at this level consistently:**

- ✓ Apply a variety of strategies to determine literal and connotative meanings of words
- ✓ Analyze and evaluate inferences, conclusions, and generalizations
- ✓ Interpret ideas within text
- ✓ Summarize and evaluate abstract themes
- ✓ Analyze and explain effectiveness of text features
- ✓ Evaluate the author's use of text's organizational patterns
- ✓ Analyze and evaluate the effect of figurative language, tone, purpose and author's style
- ✓ Analyze and evaluate strategies and evidence used in texts
- ✓ Evaluate the relevance, accuracy, and purpose of information in graphics and charts

***Writing* — In addition to demonstrating, understanding, and applying the skills at the Proficient level, students at this level:**

- ✓ Demonstrate an effective and thorough organizational structure
- ✓ Use an effective focus (main idea) that is maintained throughout their writing
- ✓ Use effective transitions in and between paragraphs
- ✓ Effectively and thoroughly support the controlling idea
- ✓ Use precise and effective language
- ✓ Employ an effective style for the task, purpose, and audience throughout their writing
- ✓ Show an adequate command of the conventions of English

Proficient

Scale Score Cut: 200-224

Reading — In addition to demonstrating, understanding, and applying the skills at the Basic level, students at this level usually:

- ✓ Apply a variety of strategies to determine literal and figurative meanings of words
- ✓ Make inferences, draw conclusions, and generalize using textual support
- ✓ Analyze and evaluate main ideas and themes
- ✓ Interpret and analyze purpose of texts and organizational patterns
- ✓ Interpret and evaluate the effect of figurative language, tone, purpose and author's style
- ✓ Interpret and analyze the effectiveness of claims, evidence, and reasoning in informational text
- ✓ Analyze and evaluate the information and purpose of graphics and charts

Writing — In addition to demonstrating, understanding, and applying the skills at the Basic level, students at this level:

- ✓ Demonstrate an adequate and appropriate organizational structure
- ✓ Use an adequate focus (main idea) that is mostly maintained throughout their writing
- ✓ Use adequate transitions in and between paragraphs
- ✓ Adequately and accurately support the controlling idea
- ✓ Employ a mix of general and precise language
- ✓ A generally appropriate style is employed for the task, purpose, and audience throughout their writing
- ✓ Show an adequate command of the conventions of English

Basic

Scale Score Cut: 182-199

Reading — In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students at this level inconsistently:

- ✓ Identify literal and figurative word meanings using context clues and word parts
- ✓ Identify and explain details to support a conclusion
- ✓ Identify or explain main ideas and theme
- ✓ Identify author's purpose, author's point of view (perspective), and/or audience of a variety of texts
- ✓ Determine character traits, setting, and plot
- ✓ Identify and interpret text features
- ✓ Explain the use of figurative language and literary elements
- ✓ Identify author's tone
- ✓ Identify and describe the purpose of graphics and charts

Writing — In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students at this level:

- ✓ May use an uneven organizational structure
- ✓ May make a cursory attempt at a focus (main idea), or is not maintained throughout their writing
- ✓ May attempt transitions in and between paragraphs
- ✓ May provide cursory or uneven support or weakly integrated support for the controlling idea
- ✓ May use clear but simplistic language
- ✓ May use a weak or inconsistent style
- ✓ May show limited command of the conventions of English

Below Basic

Scale Score Cut: 100-181

Reading — Students at this level rarely:

- ✓ Use context clues to identify the literal and figurative meaning of words
- ✓ Identify the main idea, theme, and supporting details
- ✓ Make simple connections among ideas and between texts
- ✓ Demonstrate an understanding of the organization and purpose of text
- ✓ Identify literary devices and figurative language
- ✓ Identify characters, character traits, plot, and setting
- ✓ Identify author's purpose

Writing — Students at this level:

- ✓ May have little or no discernible organizational structure
- ✓ May have a focus (controlling or main idea) that is confusing or ambiguous
- ✓ May use few or no transitional strategies
- ✓ May provide minimal elaboration, support, or evidence for the controlling idea
- ✓ May use vague or confusing language, or lack clarity
- ✓ May demonstrate little or no evidence of style
- ✓ May show little or no command of conventions of English