

Missouri End-of-Course Assessment Performance Level Descriptors

English I

Performance Levels

Advanced: Students performing at the Advanced level on the Missouri English I End-of-Course Assessment consistently and independently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills completely and thoroughly in reading processes, in responding to both literary and informational texts in a variety of media, in writing effectively, and in listening/speaking. 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, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a thorough understanding of craft and structure; 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. They employ effective listening/speaking skills.

Proficient: Students performing at the Proficient level on the Missouri English I End-of-Course Assessment independently demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills adequately in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. 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, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate an understanding of craft and structure; 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. They employ effective listening/speaking skills.

Basic: Students performing at the Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes, in responding to both literary and informational texts in a variety of media, in writing, and in listening/speaking. 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, interpret, analyze, and synthesize a variety of grade-appropriate texts; demonstrate a partial understanding of craft and structure; 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. They demonstrate emerging listening/speaking skills.

Below Basic: Students performing at the Below Basic level on the Missouri English I End-of-Course Assessment independently demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills at a foundational level in reading processes, in responding to literary and informational texts in a variety of media, in writing, and in listening/speaking. Students performing at the Below Basic level exhibit few strategies to comprehend, interpret, analyze, and synthesize grade-appropriate texts; demonstrate little understanding of craft and structure; and apply few strategies for accessing information. They demonstrate rudimentary organization, development, and/or command of the conventions of English. They demonstrate emerging listening/speaking skills.

Performance Descriptors

Advanced

***Reading Informational and Literary Texts* — 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, figurative, and connotative meanings of words
- ✓ Make inferences and draw conclusions citing relevant and thorough textual evidence to support analysis
- ✓ Analyze, evaluate, and summarize main ideas and themes
- ✓ Connect texts with real-world situations
- ✓ Interpret and analyze purpose of texts and organizational patterns
- ✓ Analyze the effect of figurative language, tone, purpose, and points of view
- ✓ Analyze rhetorical strategies
- ✓ Interpret visual elements and draw conclusions
- ✓ Analyze multiple texts from a variety of media

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

- ✓ Generate an effectively limited research-driven question
- ✓ Utilize multiple relevant, credible sources
- ✓ Integrate information using a standard citation system
- ✓ 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
- ✓ Effectively utilize technology to enhance communication

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

- ✓ Respond thoughtfully to diverse perspectives including those presented in diverse media
- ✓ Utilize multimedia in planning and delivering appropriate presentations

Proficient

***Reading Informational and Literary Texts* — 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, figurative, and connotative meanings of words
- ✓ Make inferences and draw conclusions using textual evidence to support analysis
- ✓ Analyze and summarize main ideas and themes
- ✓ Connect texts with life experiences
- ✓ Interpret the purpose of texts and organizational patterns
- ✓ Analyze figurative language, tone, purpose, and points of view
- ✓ Identify rhetorical strategies
- ✓ Draw conclusions from visual elements
- ✓ Explain the connection between multiple texts from a variety of media

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

- ✓ Generate a limited research-driven question
- ✓ Utilize multiple credible sources
- ✓ Integrate information using a standard citation system
- ✓ Select an effective style for the task, purpose, and audience
- ✓ Demonstrate adequate and appropriate organization
- ✓ Use an adequate focus (main idea) that is mostly maintained throughout writing
- ✓ Use transitions in and between paragraphs
- ✓ Use adequate elaboration
- ✓ Show an adequate command of the conventions of English
- ✓ Utilize technology to enhance communication

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

- ✓ Respond to diverse perspectives including those presented in diverse media
- ✓ Use multimedia in planning and delivering presentations

Basic

***Reading Informational and Literary Texts* — In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students at this level inconsistently**

- ✓ Use context clues to determine literal, figurative, and connotative meanings of words
- ✓ Make inferences and draw conclusions using textual evidence as support
- ✓ Identify main idea or theme, with limited supporting details
- ✓ Make connections to literature
- ✓ Identify the purpose of texts and organizational patterns
- ✓ Identify figurative language, tone, purpose, and points of view
- ✓ Draw conclusions from visual elements
- ✓ Identify the connection between multiple texts from a variety of media

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

- ✓ Generate a research-driven question
- ✓ Utilize multiple sources
- ✓ Integrate information using a standard citation system
- ✓ Select an adequate style for the task, purpose, and audience
- ✓ May use an uneven organizational structure
- ✓ May make a cursory attempt at a focus (main idea) or do not maintain focus throughout 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 show limited command of the conventions of English
- ✓ Utilize technology to enhance communication

***Speaking and Listening* — In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students at this level**

- ✓ Acknowledge diverse perspectives including those presented in diverse media
- ✓ Utilize multimedia in planning presentations

Below Basic

***Reading Informational and Literary Texts* — Students at this level rarely**

- ✓ Locate context clues to determine literal, figurative, and connotative meanings of words
- ✓ Make inferences and draw conclusions
- ✓ Identify explicitly stated main ideas and themes
- ✓ Make connections to literature
- ✓ Identify the purpose of texts and organizational patterns
- ✓ Locate figurative language
- ✓ Identify tone, purpose, and points of view
- ✓ Draw conclusions from visual elements
- ✓ Identify the connection between multiple texts from a variety of media

***Writing* — Students at this level**

- ✓ Generate a research-driven question
- ✓ Utilize multiple sources
- ✓ Integrate information using a standard citation system
- ✓ Select a style for the task, purpose, and audience
- ✓ 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 show little or no command of conventions of English
- ✓ Utilize technology to enhance communication

***Speaking and Listening* — Students at this level**

- ✓ Acknowledge diverse perspectives including those presented in diverse media
- ✓ Utilize multimedia in planning presentations