High School: Reading Literary Text Targets 1–7

Student Just Entering Standard Nearly Met Should Be Able To:

- Identify key textual evidence to attempt to support simple inferences or conclusions.

- Provide a simple summary of key events and/or details of a text.

- Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.

- Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.

- Analyze some interrelationships of literary elements in texts of low to moderate complexity.

- Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.

- Identify elements that contribute to points of view and how they impact meaning.

- Identify and determine meaning and impact of figurative language.

Student Just Entering Standard Met Should Be Able To:

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. Summarize themes and some analysis of thematic development over the course of the text using relevant details.

- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.

- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.

- Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).

- Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.

- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.

Student Just Entering Standard Exceeded Should Be Abe To:

- Identify and analyze textual evidence in texts of high complexity.
- Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.
- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.
- Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
- Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.
- Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events.
- Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity.
- Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

Created by Orange USD Student Assessment and Educational Measurement (Bourgeois Ph. D./Torres) Ref: Threshold Achievement Level Descriptors High School English Language Arts/Literacy Revised 10/11/16

High School: Reading Informational Text Targets 8–14

Student Just Entering Standard Nearly Met Should Be Able To:

- Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions.
- Provide a simple summary of key events and/or details of a text.
- Use sentence- and paragraph-level context and resources to determine meanings of words.
- Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.
- Analyze the connection of ideas within and between texts of low-to-moderate complexity.
- Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
- Demonstrate emerging knowledge of obvious genre interpretations and ideas.
- Have limited engagements and interaction with source materials in common.
- Partially account for elements that contribute to points of view.

Student Just Entering Standard Met Should Be Able To:

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information.
- Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.
- Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.

Student Just Entering Standard Exceeded Should Be Able To:

- Identify and analyze textual evidence in texts of high complexity.
- Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence.
- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity.
- Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
- Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity.
- Analyze texts of high complexity to show how connections are made in development of complex ideas or events.
- Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.
- Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

High School: Writing Text Targets 1–10

Student Just Entering Standard Nearly Met Should Be Able To:

- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
- Apply some revisions to narrative, informational, and argument texts.
- Use basic technology, with support, for gathering information, making revisions, or producing texts.

Student Just Entering Standard Met Should Be Able To:

- Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
- Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.
- Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
- Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.
- Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone.
- Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.
- Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
- Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.
- Follow directions when using tools of technology to gather information, make revisions, or produce texts.

Student Just Entering Standard Exceeded Should Be Abe To:

- Apply effective writing strategies and processes when writing and revising texts for all purposes.
- Use precise language.
- Use relevant and persuasive evidence.
- Assess and synthesize supporting evidence.
- Select technological tools based on appropriateness.
- Apply grade-appropriate editing and revising skills.

High School: Speaking and Listening Targets 1–10

Student Just Entering Standard Nearly Met Should Be Able To:

- Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.

Student Just Entering Standard Met Should Be Able To:

- Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information.
- Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.

Student Just Entering Standard Exceeded Should Be Abe To:

- Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.
- Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.

High School: Research/Inquiry Targets 1 – 4

Student Just Entering Standard Nearly Met Should Be Able To:

- Demonstrate minimal research and evaluation skills.
- Draw broad conclusions from source materials.
- Construct a partial or undeveloped claim with limited use of evidence.
- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
- Develop an argument with a claim and minimal support.

Student Just Entering Standard Met Should Be Able To:

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

Student Just Entering Standard Exceeded Should Be Abe To:

- Employ multimodal resources to advance a persuasive and sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate the uses and limitations of sources.
- Generate authoritative claim.
- Evaluate and cite substantial, relevant evidence.