

## **Achievement Level Descriptors—English I EOC Tests**

### **Achievement Level I**

Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

Students performing at Achievement Level I demonstrate the need to develop the composition and reading comprehension skills required in the English I North Carolina *Standard Course of Study*. Students inconsistently identify and correct rudimentary language convention errors (such as incorrect verb usage, end punctuation errors, double negatives, capitalization errors, and non-standard verb forms). Students show little to no evidence of reading skills and strategies required to comprehend a variety of ninth-grade-level expressive, informational, argumentative, critical, and literary texts.

### **Achievement Level II**

Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

Students performing at Achievement Level II demonstrate inconsistent application of the composition and reading skills required in the English I North Carolina *Standard Course of Study*. Students inconsistently apply knowledge of grammar and language usage to identify and correct language convention errors in spelling, punctuation, and simple sentence structure. Students show an initial understanding of basic literary devices and elements (such as symbolism, plot structure, and figurative language). Students may also inconsistently apply strategies such as determining the meaning of unfamiliar vocabulary through context clues and identifying the main idea and supporting details. Students show inconsistent literal comprehension of a variety of ninth-grade-level expressive, informational, argumentative, critical, and other literary works.

### **Achievement Level III**

Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

Students performing at Achievement Level III typically demonstrate composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students typically demonstrate an understanding of conventional written expression by editing sentences for correctness, clarity, and style. Students can infer, generalize, draw conclusions, and make connections between texts. Students can analyze the impact of details and literary elements and devices (such as characterization, dialect, imagery, symbolism, main idea, purpose, context, and figurative language) on the work

as a whole. Students are typically able to comprehend and analyze a variety of ninth-grade-level expressive, informational, argumentative, critical, and other literary texts.

#### **Achievement Level IV**

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

Students performing at Level IV demonstrate a strong command of the composition and reading comprehension skills required by the English I North Carolina *Standard Course of Study*. Students consistently demonstrate an understanding of conventional written expression by editing various sentence types for correctness, clarity, and style. By inferring, generalizing, drawing conclusions, and making connections between texts, students comprehend with breadth and depth a variety of ninth-grade-level texts. Students can analyze the impact of details and more complex literary elements and devices (such as style, diction, and tone) on the work as a whole. Students can analyze and evaluate purpose, audience, context, and elements of communication particular to expressive, informational, critical, argumentative, and other literary texts.

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