

**Georgia End-of-Course Tests**  
**Ninth Grade Literature and Composition**  
**Performance Level Descriptors**

**EXCEEDS STANDARD**

**General Performance Level Descriptors**

Students who exceed the standard demonstrate a comprehensive understanding of explicit and implied aspects of various grade-appropriate literary and informational texts, using thorough textual evidence as a basis for interpretation. Students performing at this level are consistently able to identify and evaluate structural elements and literary devices. Students display a strong ability to interpret the messages, rhetoric, and credibility of speakers, mass media, and persuasive texts. Students also display an advanced knowledge of strategies used to enhance understanding across subject areas, including domain-specific and contextual vocabulary. Students who exceed the standard show an in-depth knowledge of grade-level research techniques, an advanced knowledge of the writing process, and a full command of the usage and mechanics of Standard American English.

**Specific Performance Level Descriptors**

Students at this level are able to do the following:

**Reading (Literary and Informational)**

- Demonstrate thorough comprehension of literary and informational texts that represent a wide range of literary periods and difficulty.
- Show a comprehensive understanding of the structural elements of various genres of literature, including fiction, nonfiction, poetry, and drama.
- Show a strong ability to analyze the literary elements of various written works, including the more subtle elements such as mood, symbolism, style, figurative language, connotative meaning, and tone.
- Comprehend and summarize the central ideas, viewpoints, and themes in a written work, analyzing how they are developed over the course of a text.
- Demonstrate a strong ability to support analysis of explicit and implicit ideas in a text, using strong and thorough evidence from the text.
- Compare and contrast themes and topics across genres and texts, using specific evidence from a text to support positions and make logical connections.
- Demonstrate a strong ability to analyze points of view and cultural experiences reflected in works of literature outside the U.S.
- Demonstrate a strong ability to analyze how an author draws on and transforms source material in a specific work.

- Determine the meaning of difficult words and phrases as they are used in a text, including figurative language and words with various meanings.
- Demonstrate a comprehensive understanding of how word choice affects meaning and tone, and demonstrate strong ability to analyze the cumulative impact of specific word choices on meaning and tone.
- Show advanced skill in determining the meaning of unfamiliar words using context; knowledge of Greek and Latin prefixes, suffixes, and roots; and resources such as dictionaries, thesauri, and other reference materials.

### **Speaking and Listening**

- Read and view texts in a variety of media and formats that represent a comprehensive range of difficulty, including, but not limited to, the following: speeches, editorials, book reviews, television and radio transcripts, magazines, newspapers, Web pages, charts, graphs, illustrations, and technical documents.
- Integrate multiple sources of information presented in a variety of media and formats (e.g., verbal/oral, visual, or quantitative), and evaluate the credibility and accuracy of each source.
- Evaluate a speaker's or writer's point of view, purpose, or position using strong and thorough textual evidence in the evaluation.
- Demonstrate a strong ability to identify rhetorical techniques, fallacious reasoning, and distorted or exaggerated evidence in persuasive texts and mass media.
- Show a comprehensive understanding of the effective presentation of knowledge and ideas.
- Analyze and compare the representation of a subject or important scene in two different artistic mediums, and evaluate the authors' choices of what is included and what is left out.
- Demonstrate a strong ability to acquire and use academic and domain-specific words and phrases to read, write, speak, and listen at the college- and career-readiness level.

### **Writing**

- Show a strong ability to identify a variety of writing purposes by developing argumentative and explanatory modes of writing and using appropriate language and domain-specific vocabulary.
- Demonstrate advanced skill in the writing process, including prewriting, drafting, revising, editing, and proofreading.
- Display an advanced knowledge of the style, methods, and characteristics of argumentative and explanatory writing.
- Exhibit an advanced knowledge in writing well-developed paragraphs with clear, controlling claims, relevant evidence, quotations, and examples to support ideas presented in the text, using proper sentence structure, appropriate transitions, and effective conclusions.
- Show a high-level skill in establishing and maintaining a formal style and an objective tone while attending to the norms and conventions of a particular discipline.

- Show in-depth knowledge of grade-level research techniques.
- Demonstrate a strong understanding of the appropriate conventions used for integrating information into the text to maintain the flow of ideas and avoid plagiarism.
- Show a thorough understanding of the standard style and formatting conventions used for citations.

### **Language**

- Demonstrate a full command of the usage and mechanics of Standard American English, including correct verb forms, clauses, phrases, punctuation, capitalization, possessives, plural forms, word choice, spelling, and parallel structure.

# Georgia End-of-Course Tests Ninth Grade Literature and Composition Performance Level Descriptors

## MEETS STANDARD

### General Performance Level Descriptors

Students who meet the standard demonstrate a competent understanding of explicit and implied aspects of various grade-appropriate literary and informational texts, using some textual evidence as a basis for interpretation. Students performing at this level are generally able to identify and evaluate structural elements and literary devices. Students demonstrate a general ability to interpret the messages, rhetoric, and credibility of speakers, mass media, and persuasive texts. Students also display a general knowledge of strategies used to enhance understanding across subject areas, including domain-specific and contextual vocabulary. Students who meet the standard show an adequate knowledge of grade-level research techniques, a general understanding of the writing process, and an adequate understanding of the usage and mechanics of Standard American English.

### Specific Performance Level Descriptors

Students at this level are able to do the following:

#### **Reading (Literary and Informational)**

- Demonstrate adequate comprehension of literary and informational texts that represent a moderate range of literary periods and difficulty.
- Show adequate understanding of the structural elements of various genres of literature, including fiction, nonfiction, poetry, and drama.
- Show adequate ability to analyze the literary elements of various written works, including the more subtle elements such as mood, symbolism, style, figurative language, connotative meaning, and tone.
- Comprehend and summarize the central ideas, viewpoints, and themes in a written work, but may have difficulty in distinguishing between the finer details of the text and analyzing how they are developed over the course of a text.
- Demonstrate adequate ability to support analysis of explicit and implicit ideas in a text, using sufficient evidence from the text.
- Compare and contrast themes and topics across genres and texts, with some minor gaps in logic when using specific evidence from a text to support positions and make logical connections.
- Demonstrate adequate ability to analyze points of view and cultural experiences reflected in works of literature outside the U.S.

- Demonstrate adequate ability to analyze how an author draws on and transforms source material in a specific work.
- Determine the meaning of moderately difficult words and phrases as they are used in a text, including figurative language and words with various meanings.
- Demonstrate an adequate understanding of how word choice affects meaning and tone, and demonstrate adequate ability to analyze the cumulative impact of specific word choices on meaning and tone.
- Show adequate skill in determining the meaning of unfamiliar words using context; knowledge of Greek and Latin prefixes, suffixes, and roots; and resources such as dictionaries, thesauri, and other reference materials.

### **Speaking and Listening**

- Read and view texts in a variety of media and formats that represent a moderate range of difficulty, including, but not limited to, the following: speeches, editorials, book reviews, television and radio transcripts, magazines, newspapers, Web pages, charts, graphs, illustrations, and technical documents.
- Integrate multiple sources of information presented in a variety of media and formats (e.g., verbal/oral, visual, or quantitative), but with some limitations in evaluating the credibility and accuracy of each source.
- Display an adequate understanding of a speaker's or writer's point of view, purpose, or position, but may not be able to distinguish the more subtle aspects of the rhetoric.
- Demonstrate adequate ability to identify rhetorical techniques, fallacious reasoning, and distorted or exaggerated evidence in persuasive texts and mass media.
- Show an adequate understanding of the effective presentation of knowledge and ideas.
- Compare the representation of a subject or important scene in two different artistic mediums with some analysis, but with limited evaluation of the authors' choices of what to include and what to leave out.
- Demonstrate adequate ability to acquire and use academic and domain-specific words and phrases to read, write, speak, and listen at the college- and career-readiness level.

### **Writing**

- Show adequate ability in identifying a variety of writing purposes by developing argumentative and explanatory modes of writing and using appropriate language and domain-specific vocabulary.
- Demonstrate adequate skill in the writing process, including prewriting, drafting, revising, editing, and proofreading.
- Display adequate knowledge of the style, methods, and characteristics of argumentative and explanatory writing.
- Display adequate skill in writing well-developed paragraphs with clear, controlling claims, relevant evidence, quotations, and examples to support ideas presented in the text, using proper sentence structure, appropriate transitions, and effective conclusions.

- Show adequate skill in establishing and maintaining a formal style and an objective tone while attending to the norms and conventions of a particular discipline.
- Show adequate knowledge of grade-level research techniques.
- Demonstrate an adequate understanding of the appropriate conventions used for integrating information into the text to maintain the flow of ideas and avoid plagiarism.
- Show a general understanding of the standard style and formatting conventions used for citations, but with limited knowledge of specific rules of convention.

### **Language**

- Demonstrate adequate skill in the usage and mechanics of Standard American English, including correct verb forms, clauses, phrases, punctuation, capitalization, possessives, plural forms, word choice, spelling, and parallel structure.

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**DOES NOT MEET STANDARD**

**General Performance Level Descriptors**

Students who do not meet the standard demonstrate a limited understanding of explicit aspects of various grade-appropriate literary and informational texts. Students may struggle to understand the implied aspects of texts and have a limited ability to use textual evidence as a basis for interpretation. Students performing at this level struggle to identify and evaluate structural elements and literary devices. Students have a limited ability to interpret the messages, rhetoric, and credibility of speakers, mass media, and persuasive texts. Students also display a limited knowledge of strategies used to enhance understanding across subject areas, including domain-specific and contextual vocabulary. Students who do not meet the standard show a minimal knowledge of grade-level research techniques, a limited understanding of the writing process, and a limited understanding of the usage and mechanics of Standard American English.

**Specific Performance Level Descriptors**

Students at this level are able to do the following:

**Reading (Literary and Informational)**

- Demonstrate limited comprehension of literary and informational texts that represent an incomplete range of literary periods and difficulty.
- Show a minimal understanding of the structural elements of various genres of literature, including fiction, nonfiction, poetry, and drama.
- Show limited ability to analyze the literary elements of various written works, struggling significantly with the more subtle elements such as mood, symbolism, style, figurative language, connotative meaning, and tone.
- May comprehend and summarize the central ideas, viewpoints, and themes in a written work, but with major misconceptions and limited ability to understand how themes and ideas are developed over the course of a text.
- Demonstrate limited ability to support analysis of explicit and implicit ideas in a text, using weak or minimal evidence from the text.
- Struggle considerably to compare and contrast themes and topics across genres and texts, often revealing major gaps in logic when using specific evidence from a text to support positions and make logical connections.
- Demonstrate limited ability to analyze points of view and cultural experiences reflected in works of literature outside the U.S.

- Demonstrate limited ability to analyze how an author draws on and transforms source material in a specific work.
- Determine the meaning of easy words and phrases as they are used in a text, including figurative language and words with various meanings.
- Demonstrate a limited understanding of how word choice affects meaning and tone, and demonstrate limited ability to analyze the cumulative impact of specific word choices on meaning and tone.
- Show limited skill in determining the meaning of unfamiliar words using context; knowledge of Greek and Latin prefixes, suffixes, and roots; and resources such as dictionaries, thesauri, and other reference materials.

### **Speaking and Listening**

- Read and view texts in a variety of media and formats that represent a limited range of difficulty, including, but not limited to, the following: speeches, editorials, book reviews, television and radio transcripts, magazines, newspapers, Web pages, charts, graphs, illustrations, and technical documents.
- Show limited ability to integrate multiple sources of information presented in a variety of media and formats (e.g., verbal/oral, visual, or quantitative) and to evaluate the credibility and accuracy of sources.
- Display a limited or incorrect understanding of a speaker's or writer's point of view, purpose, or position.
- Demonstrate limited ability to evaluate the use of reasoning and rhetoric to develop an argument, with difficulty identifying faulty reasoning or distorted evidence.
- Demonstrate limited or incorrect understanding of the effective presentation of knowledge and ideas.
- Recognize the representation of a subject or important scene in two different artistic mediums, with limited comprehension of how they compare.
- Demonstrate limited ability to acquire and use academic and domain-specific words and phrases to read, write, speak, and listen at the college- and career-readiness level.

### **Writing**

- Show an inadequate ability in identifying a variety of writing purposes, developing argumentative and explanatory modes of writing, and using appropriate language and domain-specific vocabulary.
- Demonstrate minimal skill in the writing process, including prewriting, drafting, revising, editing, and proofreading.
- Display limited knowledge of the style, methods, and characteristics of argumentative and explanatory writing.
- Display a limited competency in writing well-developed paragraphs with clear, controlling claims, relevant evidence, quotations, and examples to support the ideas presented in the text, and display a limited understanding of proper sentence structure, appropriate transitions, and effective conclusions.

- Show a difficulty in establishing and maintaining a formal style and an objective tone, and show a difficulty attending to the norms and conventions of a particular discipline.
- Show limited knowledge of grade-level research techniques.
- Demonstrate an incomplete understanding of the appropriate conventions used for integrating information into the text to maintain the flow of ideas and avoid plagiarism.
- Show an incomplete understanding of the standard style and formatting conventions used for citations, with limited knowledge of specific rules of convention.

### **Language**

- Demonstrate minimal skill in the usage and mechanics of Standard American English, including correct verb forms, clauses, phrases, punctuation, capitalization, possessives, plural forms, word choice, spelling, and parallel structure.