

## Achievement Level Descriptors for

## **American Literature and Composition**

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## **Achievement Levels and Achievement Level Descriptors**

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

**ALDs show a** *progression of knowledge and skills* for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		Beginning Learners do not yet	<b>Developing Learners</b>	Proficient Learners	Distinguished Learners
		demonstrate proficiency in the	demonstrate partial proficiency	demonstrate proficiency in the	demonstrate advanced
		knowledge and skills necessary	in the knowledge and skills	knowledge and skills necessary	proficiency in the knowledge
		at this grade level/course of	necessary at this grade	at this grade level/course of	and skills necessary at this
		learning, as specified in	level/course of learning, as	learning, as specified in	grade level/course of learning,
		Georgia's content standards.	specified in Georgia's content	Georgia's content standards.	as specified in Georgia's
		The students need substantial	standards. The students need	The students are prepared for	content standards. The
		academic support to be	additional academic support to	the next grade level or course	students are well prepared for
		prepared for the next grade	ensure success in the next grade	and are on track for <i>college and</i>	the next grade level or course
		level or course and to be on	level or course and to be on	career readiness.	and are well prepared for
		track for <i>college and career</i>	track for <i>college and career</i>		college and career readiness.
		readiness.	readiness.		
Range		A student who achieves at the	A student who achieves at the	A student who achieves at the	A student who achieves at the
		Beginning Learner level tends to	<b>Developing Learner</b> level tends	Proficient Learner level reads	Distinguished Learner level
		read and comprehend	to read and comprehend	and comprehends informational	reads and comprehends
		informational texts and	informational texts and	texts and literature of	informational texts and
		literature that do not meet the	literature of low-to-moderate	moderate-to-high complexity	literature of high complexity
		demands of grade level texts	complexity and sometimes	and is meeting the demands of	and is meeting and often
		that would signal this student is	struggles to meet the demands	grade level texts that signal this	exceeding the demands of
		on track for college and career	of grade level texts that would	student is on track for college	grade level texts that clearly
		readiness and requires	signal this student is on track for	and career readiness.	signal this student is on track
		substantial instructional support	college and career readiness		for college and career
		to improve reading skills.	and requires some instructional		readiness.
			support to enhance reading		
			skills.		
	11-	Cites evidence from texts to	Cites adequate evidence from	Cites strong and thorough	Cites strong and thorough
	12.RL.1	support analyses of what texts	texts to support analyses of	evidence from texts to support	evidence from texts to support
		say explicitly as well as simple	what texts say explicitly as well	analyses of what texts say	in-depth analyses of what texts
		inferences drawn from texts.	as inferences drawn from texts.	explicitly as well as inferences	say explicitly as well as complex
				drawn from texts, including	inferences drawn from texts,
				where texts leave matters	including determining where
	4.			uncertain.	texts leave matters uncertain.
	11-	Determines two clearly	Determines two themes or	Determines two or more	Determines two or more subtle
	12.RL.2	expressed themes or central	central ideas of a text and	themes or central ideas of a text	or implied themes or central
		ideas of a text and describes	analyzes their development	and analyzes their development	ideas of a text and analyzes
		their development over the	over the course of texts and	over the course of texts,	their development over the

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		course of texts and provides	provides simple, objective	including how they interact and	course of texts, including how
		simple summaries of texts.	summaries of texts.	build on one another to produce	they interact and build on one
				complex accounts, and provides	another to produce complex
				objective summaries of texts.	accounts, and provides
					thorough, objective summaries
					of texts.
	11-	Describes authors' choices	Analyzes the authors' choices	Analyzes the impact of authors'	Analyzes the impact of authors'
	12.RL.3	regarding how to develop and	regarding how to develop and	choices regarding how to	choices regarding how to
		relate basic elements of stories	relate basic elements of stories	develop and relate elements of	develop and relate complex
		or dramas (e.g., settings, plots,	and dramas (e.g., settings, plots,	stories or dramas (e.g., where	elements of stories or dramas
		characters).	characters).	stories and dramas are set, how	(e.g., where stories and dramas
				actions are ordered, how	are set, how actions are
				characters are introduced and	ordered, how characters are
				developed).	introduced and developed).
	11-	Uses apparent textual evidence	Uses apparent textual evidence	Determines the meanings,	Determines the meanings,
	12.RL.4	(e.g., context clues, embedded	(e.g., context clues, embedded	including figurative and	including figurative and
		definitions) to determine the	definitions) to determine the	connotative meanings, of words	connotative meanings, of
		meanings, including basic	meanings, including basic	and phrases as they are used in	sophisticated words and
		figurative and connotative	figurative and connotative	texts and analyzes the impact of	phrases as they are used in
		meanings, of words and phrases	meanings, of words and phrases	specific word choices on	texts and analyzes the impact
		as they are used in texts.	as they are used in texts and	meaning and tone, including	of specific, sophisticated word
			analyzes the impact of specific	words with multiple meanings	choices on meaning and tone,
			word choices on meaning and	or language that is particularly	including words with multiple
			tone, including words with	fresh, engaging, or beautiful.	meanings or language that is
			multiple meanings.		particularly fresh, engaging, or
					beautiful.
	11-	Identifies authors' choices	Describes authors' choices	Analyzes authors' choices	Analyzes and evaluates the
	12.RL.5	concerning how to structure	concerning how to structure	concerning how to structure	effectiveness of authors'
		specific parts of texts (e.g., the	specific parts of texts (e.g., the	specific parts of texts (e.g., the	choices concerning how to
		choice of where to begin or end	choice of where to begin or end	choice of where to begin or end	structure specific parts of texts
		stories, the choice to provide	stories, the choice to provide	stories, the choice to provide	(e.g., the choice of where to
		comedic or tragic resolutions).	comedic or tragic resolutions).	comedic or tragic resolutions)	begin or end stories, the choice
				and how these choices	to provide comedic or tragic
				contribute to overall structure	resolutions) and how these
				and meaning as well as	choices contribute to overall
				aesthetic impact.	structure and meaning as well
					as aesthetic impact.
	11-	Identifies clear cases in which	Identifies nuanced cases in	Analyzes cases in which grasping	Analyzes cases in which
	12.RL.6	grasping points of view requires	which grasping points of view	points of view requires	grasping points of view

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		distinguishing what is directly	requires distinguishing what is	distinguishing what is directly	requires distinguishing what is
		stated in texts from what is	directly stated in texts from	stated in texts from what is	directly stated in texts from
		really meant (e.g., satire,	what is really meant (e.g., satire,	really meant (e.g., satire,	what is really meant (e.g.,
		sarcasm, irony,	sarcasm, irony,	sarcasm, irony,	satire, sarcasm, irony,
		understatement).	understatement).	understatement).	understatement) and explains
					the rhetorical effects.
	11-	Describes interpretations of	Compares multiple	Analyzes multiple	Analyzes multiple subtly
	12.RL.7	stories, dramas, or poems (e.g.,	interpretations of stories,	interpretations of stories,	different interpretations of
		recorded or live productions of	dramas, or poems (e.g.,	dramas, or poems (e.g.,	stories, dramas, or poems (e.g.,
		plays, recorded novels or	recorded or live productions of	recorded or live productions of	recorded or live productions of
		poems), identifying how	plays, recorded novels or	plays, recorded novels or	plays, recorded novels or
		different versions interpret	poems), describing how	poems), evaluating how	poems), evaluating how
		source texts.	different versions interpret	different versions interpret	different versions interpret
			source texts.	source texts.	source texts.
	11-	N/A	N/A	N/A	N/A
	12.RL.8				
	11-	Demonstrates knowledge of a	Demonstrates knowledge of a	Demonstrates knowledge of	Demonstrates thorough
	12.RL.9	limited set of eighteenth-,	small set of eighteenth-,	eighteenth-, nineteenth-, and	knowledge of eighteenth-,
		nineteenth-, and early	nineteenth-, and early	early twentieth-century	nineteenth-, and early
		twentieth-century foundational	twentieth-century foundational	foundational works of American	twentieth-century foundational
		works of American literature,	works of American literature,	literature, including how two or	works of American literature,
		including how two texts treat	including how two texts from	more texts from the same	including how two or more
		similar topics.	the same period treat similar	period treat similar topics.	texts from the same period
			topics.		treat similar topics.
	11-	Cites evidence from texts to	Cites strong evidence from texts	Cites strong and thorough	Cites strong and thorough
	12.RI.1	support analyses of what texts	to support analyses of what	evidence from texts to support	evidence from texts to support
		say explicitly as well as simple	texts say explicitly as well as	analyses of what texts say	in-depth analyses of what texts
		inferences drawn from texts.	inferences drawn from texts.	explicitly as well as inferences	say explicitly as well as complex
				drawn from texts, including	inferences drawn from texts,
				where texts leave matters	including determining where
				uncertain.	texts leave matters uncertain.
	11-	Determines two clearly	Determines two central ideas of	Determines two or more central	Determines two or more subtle
	12.RI.2	expressed central ideas of a text	a text and analyzes their	ideas of a text and analyzes	or implied central ideas of a
		and describes their	development over the course of	their development over the	text and analyzes their
		development over the course of	texts and provides simple,	course of texts, including how	development over the course
		texts and provides simple	objective summaries of texts.	they interact and build on one	of texts, including how they
		summaries of texts.		another to produce complex	interact and build on one
				accounts, and provides	another to produce complex
				objective summaries of texts.	accounts, and provides

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				thorough, objective summaries
				of texts.
11-	Describes sets of ideas or	Analyzes sets of ideas or	Analyzes complex sets of ideas	Analyzes and evaluates the
12.RI.3	sequences of events and	sequences of events and	or sequences of events and	effects of complex sets of ideas
	identifies how specific	identifies how specific	explains how specific	or sequences of events and
	individuals, ideas, or events	individuals, ideas, or events	individuals, ideas, or events	explains how specific
	interact in limited or specific	interact in limited or specific	interact and develop over the	individuals, ideas, or events
	sections of texts.	sections of texts.	course of texts.	interact and develop over the
				course of texts.
11-	Uses apparent textual evidence	Uses apparent textual evidence	Determines the meanings,	Determines the meanings,
12.RI.4	(e.g., context clues, embedded	(e.g., context clues, embedded	including figurative,	including complex figurative,
	definitions) to determine the	definitions) to determine the	connotative, and technical	connotative, and technical
	meanings of words and phrases	meanings, including figurative,	meanings, of words and phrases	meanings, of complex words
	as they are used in texts and	connotative, and technical	as they are used in texts and	and phrases as they are used in
	identifies how authors use the	meanings, of words and phrases	analyzes how authors use and	texts and analyzes how authors
	meanings of key terms over the	as they are used in texts and	refine the meanings of key	use and refine the meanings of
	course of texts (e.g., how	describes how authors use and	terms over the course of texts	complex key terms over the
	Madison defines faction in	refine the meanings of key	(e.g., how Madison defines	course of texts (e.g., how
	Federalist No. 10).	terms over the course of texts	faction in Federalist No. 10).	Madison defines faction in
		(e.g., how Madison defines		Federalist No. 10).
		faction in Federalist No. 10).		
11-	Identifies the structures authors	Analyzes and evaluates the	Analyzes and evaluates the	Thoroughly analyzes and
12.RI.5	use in their expositions or	effectiveness of structures	effectiveness of structures	evaluates the effectiveness of
	arguments.	authors use in their expositions	authors use in their expositions	complex structures authors use
		or arguments.	or arguments, including	in their expositions or
			whether structures make points	arguments, including whether
			clear, convincing, and engaging.	structures make points clear,
				convincing, and engaging.
11-	Identifies authors' points of	Identifies authors' points of	Determines authors' points of	Determines authors' points of
12.RI.6	view or purposes in texts in	view or purposes in texts in	view or purposes in texts in	view or purposes in texts in
	which the rhetoric is particularly	which the rhetoric is particularly	which the rhetoric is particularly	which the rhetoric is
	effective, identifying how style	effective, describing how style	effective, analyzing how style	particularly effective, analyzing
	and content generally	and content contribute to the	and content contribute to the	and evaluating how style and
	contribute to texts.	power, persuasiveness, or	power, persuasiveness, or	content contribute to the
		beauty of texts.	beauty of texts.	power, persuasiveness, or
				beauty of texts.
11-	Uses sources of information	Integrates multiple sources of	Integrates and evaluates	Integrates, synthesizes, and
12.RI.7	presented in different media or	information presented in	multiple sources of information	evaluates multiple complex
	formats (e.g., visually,	different media or formats (e.g.,	presented in different media or	sources of information

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		quantitatively) as well as in	visually, quantitatively) as well	formats (e.g., visually,	presented in different media or
		words in order to address	as in words in order to address	quantitatively) as well as in	formats (e.g., visually,
		questions or solve problems.	questions or solve problems.	words in order to address	quantitatively) as well as in
				questions or solve problems.	words in order to address
					questions or solve problems.
	11-	Delineates the reasoning in	Delineates and evaluates the	Delineates and evaluates the	Expounds and evaluates the
	12.RI.8	seminal U.S. texts, identifying	reasoning in seminal U.S. texts,	reasoning in seminal U.S. texts,	reasoning in seminal U.S. texts,
		the application of constitutional	including the application of	including the application of	including the application of
		principles and use of legal	constitutional principles and use	constitutional principles and use	complex constitutional
		reasoning (e.g., in U.S. Supreme	of legal reasoning (e.g., in U.S.	of legal reasoning (e.g., in U.S.	principles and use of
		Court majority opinions and	Supreme Court majority	Supreme Court majority	sophisticated legal reasoning
		dissents).	opinions and dissents).	opinions and dissents) and the	(e.g., in U.S. Supreme Court
				premises, purposes, and	majority opinions and dissents)
				arguments in works of public	and the premises, purposes,
				advocacy (e.g., The Federalist,	and arguments in works of
				presidential addresses).	public advocacy (e.g., <i>The</i>
					Federalist, presidential
					addresses), and analyzes the
					effects of these decisions.
	11-	Identifies themes, purposes,	Conducts basic analyses of	Analyzes seventeenth-,	Analyzes seventeenth-,
	12.RI.9	and rhetorical features of	themes, purposes, and	eighteenth-, and nineteenth-	eighteenth-, and nineteenth-
		seventeenth-, eighteenth-, and	rhetorical features of	century foundational U.S.	century foundational U.S.
		nineteenth-century	seventeenth-, eighteenth-, and	documents of historical and	documents of historical and
		foundational U.S. documents of	nineteenth-century	literary significance, including	literary significance, including
		historical and literary	foundational U.S. documents of	the Declaration of	the Declaration of
		significance, including the	historical and literary	Independence, the Preamble to	Independence, the Preamble to
		Declaration of Independence,	significance, including the	the Constitution, the Bill of	the Constitution, the Bill of
		the Preamble to the	Declaration of Independence,	Rights, and Lincoln's Second	Rights, and Lincoln's Second
		Constitution, the Bill of Rights,	the Preamble to the	Inaugural Address, for their	Inaugural Address, for their
		and Lincoln's Second Inaugural	Constitution, the Bill of Rights,	themes, purposes, and	themes, purposes, and
		Address.	and Lincoln's Second Inaugural	rhetorical features.	rhetorical features, using
			Address.		specific textual evidence to
					support analyses, and assesses
					the outcomes of their themes,
					purposes, and use of rhetorical
					features.
	11-	Writes argumentative pieces to	Writes argumentative pieces to	Writes argumentative pieces to	Writes highly effective,
	12.W.1	support claims in analyses of	support claims in analyses of	support claims in analyses of	compelling argumentative
		topics or texts, using some	topics or texts, using some	substantive topics or texts,	pieces to support claims in
		reasoning and evidence.	reasoning and relevant	using valid reasoning and	analyses of substantive topics

- a. States claims, states significance of claims, and creates an organization that loosely sequences claims, counterclaims, reasons, and evidence.
- b. Develops claims, supplying evidence for some.
- c. Uses words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons, and between reasons and evidence.
- d. Attempts to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.
- e. Provides concluding statements or sections.

- evidence.
- a. States claims, states the significance of claims, distinguishes claims from alternate or opposing claims, and creates an organization that generally sequences claims, counterclaims, reasons, and evidence.
- b. Develops claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both.
- c. Uses words, phrases, and clauses to link sections of texts and to clarify some relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing.
- e. Provides concluding statements or sections that generally support arguments presented.

- relevant and sufficient evidence.
  a. Introduces precise claims,
  establishes the significance of
  claims, distinguishes claims from
  alternate or opposing claims,
  and creates an organization that
  logically sequences claims,
  counterclaims, reasons, and
  evidence.
- b. Develops claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates audience knowledge levels, concerns, values, and possible biases. c. Uses words, phrases, and clauses as well as varied syntax to link major sections of texts, create cohesion, and clarify relationships between claims
- claims and counterclaims.
  d. Establishes and maintains a
  formal style and objective tone
  while attending to the norms
  and conventions of the
  discipline in which he or she is
  writing.

and reasons, between reasons

and evidence, and between

e. Provides concluding statements or sections that follow from and support arguments presented.

- or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduces strong and precise claims, effectively establishes the significance of claims, effectively distinguishes claims from alternate or opposing claims, and creates an effective organization that strategically sequences claims, counterclaims, reasons, and evidence.
- b. Develops strong claims and counterclaims fairly and thoroughly, supplying the most relevant, thorough evidence for each while pointing out strengths and limitations of both in a manner that effectively anticipates audience knowledge levels, concerns, values, and possible biases. c. Uses precise words, phrases, and clauses as well as
- and clauses as well as appropriate and varied syntax to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.
- e. Provides insightful concluding statements or

				sections that follow from and
				effectively support arguments
				presented.
11.W.2	Writes informative/explanatory	Writes informative/explanatory	Writes informative/explanatory	Writes highly effective,
	pieces to examine and convey	pieces to examine and convey	pieces to examine and convey	compelling
	ideas, concepts, and	ideas, concepts, and	complex ideas, concepts, and	informative/explanatory pieces
	information through the	information accurately through	information clearly and	to examine and convey
	selection, organization, and	the effective selection,	accurately through the effective	complex ideas, concepts, and
	analysis of content.	organization, and analysis of	selection, organization, and	information clearly and
	a. States topics and loosely	content.	analysis of content.	accurately through the
	organizes ideas, concepts, and	a. Introduces topics; organizes	a. Introduces topics; organizes	effective selection,
	information.	ideas, concepts, and	complex ideas, concepts, and	organization, and analysis of
	b. Develops topics by selecting	information so that new	information clearly and	content.
	some relevant facts, extended	elements generally build on	accurately so that each new	a. Clearly introduces topics;
	definitions, concrete details,	previous elements; and includes	element builds on that which	strategically organizes complex
	quotations, or other	formatting (e.g., headings),	precedes it to create a unified	ideas, concepts, and
	information and examples.	graphics (e.g., figures, tables),	whole; and includes formatting	information clearly and
	c. Uses transitions and syntax to	and multimedia in an attempt to	(e.g., headings), graphics (e.g.,	accurately so that each new
	link sections of texts and clarify	aid comprehension.	figures, tables), and multimedia	element builds on that which
	some relationships among ideas	b. Develops topics by selecting	when useful to aid	precedes it to create a unified
	and concepts.	significant and relevant facts,	comprehension.	whole; and includes significant
	d. Uses some language and	extended definitions, concrete	b. Develops topics thoroughly	formatting (e.g., headings),
	domain-specific vocabulary and	details, quotations, or other	by selecting the most significant	graphics (e.g., figures, tables),
	techniques, such as metaphor,	information and examples	and relevant facts, extended	and multimedia when useful to
	simile, and analogy, to describe	appropriate to the audience.	definitions, concrete details,	aid comprehension.
	the topic.	c. Uses appropriate transitions	quotations, or other information	b. Develops topics strategically
	e. Attempts to establish a	and syntax to link sections of	and examples appropriate to	by selecting the most
	formal style while	texts and clarify relationships	the audience's knowledge of the	significant and relevant facts,
	demonstrating awareness of the	among ideas and concepts.	topic.	extended definitions, concrete
	norms and conventions of the	d. Uses language and domain-	c. Uses appropriate and varied	details, quotations, or other
	discipline in which he or she is	specific vocabulary and	transitions and syntax to link the	information and examples
	writing.	techniques, such as metaphor,	major sections of texts, create	appropriate to the audience's
	f. Provides concluding	simile, and analogy, to manage	cohesion, and clarify	knowledge of the topic.
	statements or sections.	the topic.	relationships among complex	c. Effectively uses appropriate
		e. Establishes a formal style	ideas and concepts.	and varied transitions and
		while generally attending to the	d. Uses precise language and	syntax to link the major
		norms and conventions of the	domain-specific vocabulary and	sections of texts, create
		discipline in which he or she is	techniques, such as metaphor,	cohesion, and clarify
		writing.	simile, and analogy, to manage	relationships among complex
		f. Provides concluding	the complexity of the topic.	ideas and concepts.
		t. Provides concluding	the complexity of the topic.	ideas and concepts.

		statements or sections that	e. Establishes and maintains a	d. Effectively uses precise
		support the information or	formal style and objective tone	language and domain-specific
		explanations presented.	while attending to the norms	vocabulary and techniques,
		·	and conventions of the	such as metaphor, simile, and
			discipline in which he or she is	analogy, to manage the
			writing.	complexity of the topic for
			f. Provides concluding	specific effects.
			statements or sections that	e. Establishes and maintains an
			follow from and support the	appropriate formal style and
			information or explanations	objective tone while attending
			presented (e.g., articulating	to the norms and conventions
			implications or the significance	of the discipline in which he or
			of topics).	she is writing.
			or topics).	f. Provides insightful concluding
				statements or sections that
				follow from and support the
				information or explanations
				presented (e.g., articulating
				implications or the significance
				of topics).
11-	Writes narrative pieces to	Writes narrative pieces to	Writes narrative pieces to	Writes narrative pieces to
12.W.3	develop real or imagined	develop real or imagined	develop real or imagined	develop real or imagined
12.00.5	experiences or events using	experiences or events using	experiences or events using	experiences or events using
	techniques, details, and event	some effective techniques,	effective techniques, well-	highly effective techniques,
	sequences.	some details, and event	chosen details, and well-	well-chosen details, and clear,
	a. Sets out problems, situations,	sequences.	structured event sequences.	well-structured event
	or observations; establishes	a. Engages the reader by setting	a. Engages and orients the	sequences.
	singular points of view;	out problems, situations, or	reader by setting out problems,	a. Engages and orients the
	introduces narrators and/or	observations; establishes	situations, or observations and	reader by setting out problems,
	characters; and creates	singular points of view;	their significance; establishes	situations, or observations and
	progressions of experiences or	introduces narrators and/or	one or multiple points of view;	their significance in a highly
	events.	characters; and attempts to	introduces narrators and/or	compelling way; establishes
	b. Uses dialogue and description	create smooth progressions of	characters; and creates smooth	one or multiple points of view;
	to develop experiences, events,	experiences or events.	progressions of experiences or	introduces narrators and/or
	and/or characters.	b. Uses dialogue, description,	events.	characters; and creates
	c. Uses techniques to sequence	and pacing to develop	b. Uses narrative techniques,	effective and smooth
	events so that they build on one	experiences, events, and/or	such as dialogue, pacing,	progressions of experiences or
	another.	characters.	description, reflection, and	events.
	d. Uses words and phrases to	c. Uses appropriate techniques	multiple plot lines, to develop	b. Uses narrative techniques,
	convey a picture of the	to sequence events so that they	experiences, events, and/or	such as dialogue, pacing,
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		experiences, events, settings,	build on one another to create a	characters.	description, reflection, and
		and/or characters.	coherent whole.	c. Uses a variety of techniques	multiple plot lines, to
		e. Provides conclusions.	d. Uses appropriate words and	to sequence events so that they	effectively develop
			phrases and telling details to	build on one another to create a	experiences, events, and/or
			convey a picture of the	coherent whole and build	characters.
			experiences, events, settings,	toward a particular tone and	c. Uses a variety of effective
			and/or characters.	outcome (e.g., a sense of	techniques to sequence events
			e. Provides conclusions that	mystery, suspense, growth,	so that they build on one
			follow from what is	resolution).	another to create a coherent
			experienced, observed, or	d. Uses precise words and	whole and build toward a
			resolved over the course of	phrases, telling details, and	particular tone and outcome
			narratives.	sensory language to convey a	(e.g., a sense of mystery,
				vivid picture of the experiences,	suspense, growth, resolution).
				events, settings, and/or	d. Uses precise words and
				characters.	phrases, telling details, and
				e. Provides conclusions that	sensory language to convey a
				follow from and reflect on what	vivid picture of the
				is experienced, observed, or	experiences, events, settings,
				resolved over the course of	and/or characters, achieving an
				narratives.	intentional effect.
				Train derves.	e. Provides engaging
					conclusions that follow from
					and reflect on what is
					experienced, observed, or
					resolved over the course of
					narratives.
	11-	Produces writing in which the	Produces coherent writing in	Produces clear, coherent writing	Produces clear, coherent
	12.W.4	development, organization, and	which the development,	in which the development,	writing in which the
	12	style are appropriate to tasks	organization, and style are	organization, and style are	development, organization,
		and purposes.	appropriate to tasks, purposes,	appropriate to tasks, purposes,	and style are appropriate and
			and audiences.	and audiences.	highly effective for tasks,
			and addrenees.	and dedictioes.	purposes, and audiences.
	11-	Strengthens writing as needed	Strengthens writing as needed	Develops and strengthens	Develops and strengthens
	12.W.5	by planning, revising, editing,	by planning, revising, editing,	writing as needed by planning,	writing at an advanced level by
		and rewriting.	and rewriting, taking into	revising, editing, rewriting, or	using strategic planning,
			consideration what is significant	trying new approaches, focusing	concise revising, accurate
			for some purposes or audiences.	on addressing what is most	editing and rewriting, and
				significant for specific purposes	trying new approaches,
				and audiences.	focusing on addressing what is
				and dudiences.	most significant for specific
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				purposes and audiences.
11- 12.W.6	Uses technology to produce and publish individual or shared	Uses technology, including the Internet, to produce, publish,	Uses technology, including the Internet, to produce, publish,	Uses technology, including the Internet, to efficiently and
12.77.0	writing products.	and/or update writing products	and update individual or shared	effectively produce, publish,
	Witting products.	in response to ongoing	writing products in response to	and update individual or shared
		feedback.	ongoing feedback, including	writing products in response to
			new arguments or information.	ongoing feedback, including
				new arguments or information.
11-	Conducts short research	Conducts short as well as more	Conducts short as well as more	Conducts short as well as more
12.W.7	projects to answer given simple	sustained research projects to	sustained research projects to	sustained research projects to
	questions or solve given simple	answer simple questions,	answer questions, including self-	answer complex questions,
	problems and uses individual	including self-generated	generated questions, or solve	including self-generated
	pieces of information from	questions, or solve problems;	problems; narrows or broadens	questions, or solve complex
	sources on subjects,	may narrow or broaden inquiry;	inquiry when appropriate; and	problems; narrows or broadens
	demonstrating an emerging	and synthesizes sources on	synthesizes multiple sources on	inquiry when appropriate; and
	command of subjects under	subjects, demonstrating	subjects, demonstrating	synthesizes multiple highly
	investigation.	understanding of subjects under	understanding of subjects under	credible sources on subjects,
		investigation.	investigation.	demonstrating thorough
				understanding of subjects
				under investigation.
11-	Gathers information from print	Gathers relevant information	Gathers relevant information	Gathers and synthesizes
12.W.8	and digital sources; assesses the	from multiple print and digital	from multiple authoritative	relevant information from
	strengths or limitations of	sources, using searches	print and digital sources, using	multiple authoritative print and
	sources in terms of tasks,	effectively; assesses the	advanced searches effectively;	digital sources, using advanced
	purposes, and/or audiences;	strengths and limitations of all	assesses the strengths and	searches effectively; assesses
	and integrates information into	sources in terms of tasks,	limitations of all sources in	the strengths and limitations of
	texts, avoiding plagiarism and	purposes, and audiences; and	terms of tasks, purposes, and	all sources in terms of tasks,
	generally following a standard	integrates information into texts	audiences; and integrates	purposes, and audiences; and
	format for citation.	to maintain the flow of ideas,	information into texts	integrates information into
		avoiding plagiarism and	selectively to maintain the flow	texts consistently to maintain
		following a standard format for	of ideas, avoiding plagiarism and	the flow of ideas, avoiding
		citation.	overreliance on any one source	plagiarism and overreliance on
			and following a standard format	any one source and following a
			for citation.	standard format for citation.
11-12.L.1	Demonstrates an emerging	Demonstrates a basic command	Demonstrates a command of	Demonstrates a sophisticated
	command of grade-appropriate	of grade-appropriate	grade-appropriate conventions	command of grade-appropriate
	conventions of standard English	conventions of standard English	of standard English grammar	conventions of standard English
	grammar and usage when	grammar and usage when	and usage when writing.	grammar and usage when
	writing.	writing.	a. Applies the understanding	writing.

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	a. Recognizes that usage is a matter of convention. b. Recognizes issues of usage, consulting provided references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage).	a. Applies the understanding that usage is a matter of convention and can change over time. b. Applies issues of usage, consulting provided references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolves issues of complex or contested usage, consulting provided references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	a. Applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolves issues of complex usage, consulting provided references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
11-12.L.:	Demonstrates an emerging command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a basic command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.  a. Attempts to observe hyphenation conventions. b. Spells correctly.	Demonstrates a command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing. a. Observes hyphenation conventions. b. Spells correctly.	Demonstrates a sophisticated command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.  a. Consistently observes hyphenation conventions. b. Consistently spells correctly.
11-12.L.:	Attempts to use knowledge of language to comprehend when reading.	Applies knowledge of language to make choices for meaning or style and to comprehend when reading and varies syntax for effect.	Applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and varies syntax for effect, consulting provided references (e.g., Tufte's Artful Sentences) for guidance as needed, and applies an understanding of syntax to the study of complex texts when reading.	Applies in-depth knowledge of language to understand how language functions in different contexts, to make highly effective, sophisticated choices for meaning or style, and to comprehend more fully and deeply when reading and varies syntax for effect, consulting provided references (e.g., Tufte's Artful Sentences) for guidance as needed, and applies a complete understanding of syntax to the study of complex texts when reading.
11-12.L.	Determines the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.  a. Uses explicit context as clues	Determines the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.  a. Uses sentence-level context	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above grade level reading and content.

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	to meanings of words and	as clues to meanings of words	a. Uses context (e.g., the overall	a. Skillfully uses context (e.g.,
	phrases.	and phrases.	meaning of sentences,	the overall meaning of
	b. Identifies patterns of word	b. Identifies patterns of word	paragraphs, texts; word position	sentences, paragraphs, or
	changes that indicate different	changes that indicate different	or function in sentence) as clues	texts; word position or function
	meanings.	meanings or parts of speech.	to meanings of words and	in sentence) as clues to
	c. Consults general reference	c. Consults general and	phrases.	meanings of words and
	materials to find pronunciations	specialized reference materials,	b. Identifies and correctly uses	phrases.
	of words or determine	both print and digital, to find	patterns of word changes that	b. Identifies and skillfully uses
	meanings or usages.	pronunciations of words or	indicate different meanings or	patterns of word changes that
	d. Verifies the preliminary	determine meanings, parts of	parts of speech.	indicate different meanings or
	determination of meanings of	speech, etymologies, or usages.	c. Consults general and	parts of speech.
	words or phrases.	d. Verifies the preliminary	specialized reference materials	c. Efficiently consults general
		determination of meanings of	(e.g., dictionaries, glossaries,	and specialized reference
		words or phrases.	thesauruses), both print and	materials (e.g., dictionaries,
			digital, to find pronunciations of	glossaries, thesauruses), both
			words or determine or clarify	print and digital, to find
			precise meanings, parts of	pronunciations of words or
			speech, etymologies, or	determine or clarify precise
			standard usages.	meanings, parts of speech,
			d. Verifies the preliminary	etymologies, or standard
			determination of meanings of	usages.
			words or phrases (e.g., by	d. Verifies the preliminary
			checking the inferred meaning	determination of meanings of
			in context or in dictionaries).	words or phrases (e.g., by
				checking the inferred meaning
				in context or in dictionaries).
11-12.L.5	Demonstrates an attempt to	Demonstrates understanding of	Demonstrates understanding of	Demonstrates sophisticated
	understand figurative language,	simple figurative language, basic	figurative language, word	understanding of elaborate
	word relationships, and nuances	word relationships, and nuances	relationships, and nuances in	figurative language, complex
	in word meanings.	in word meanings.	word meanings.	word relationships, and
	a. Identifies figures of speech in	a. Interprets simple figures of	a. Interprets figures of speech in	nuances in word meanings.
	context.	speech in context.	context and analyzes their roles	a. Interprets elaborate figures
	b. Identifies nuances in	b. Identifies nuances in	in texts.	of speech in context and
	meanings of words with similar	meanings of words with similar	b. Analyzes nuances in meanings	analyzes their roles in texts.
	denotations.	denotations.	of words with similar	b. Analyzes nuances in
			denotations.	meanings of words with similar
				denotations.
11-12.L.6	Uses simple general academic	Uses general academic and	Uses general academic and	Uses sophisticated general
	and domain-specific words and	domain-specific words and	domain-specific words and	academic and domain-specific
	phrases for reading and writing.	phrases accurately for reading	phrases accurately, sufficient for	words and phrases accurately
11-12.L.6	word relationships, and nuances in word meanings. a. Identifies figures of speech in context. b. Identifies nuances in meanings of words with similar denotations.  Uses simple general academic and domain-specific words and	word relationships, and nuances in word meanings. a. Interprets simple figures of speech in context. b. Identifies nuances in meanings of words with similar denotations.  Uses general academic and domain-specific words and	relationships, and nuances in word meanings. a. Interprets figures of speech in context and analyzes their roles in texts. b. Analyzes nuances in meanings of words with similar denotations.  Uses general academic and domain-specific words and	figurative language, complex word relationships, and nuances in word meanings. a. Interprets elaborate figures of speech in context and analyzes their roles in texts. b. Analyzes nuances in meanings of words with similar denotations. Uses sophisticated general academic and domain-specific

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	and writing.	reading and writing at the	and skillfully, sufficient for
		college- and career-readiness	reading and writing at the
		level, and demonstrates	college- and career-readiness
		independence in gathering	level, and demonstrates a high
		vocabulary knowledge when	level of independence in
		considering words or phrases	gathering vocabulary
		important to comprehension or	knowledge when considering
		expression.	words or phrases important to
			comprehension or expression.