

College- and Career-Readiness Assessment: English Language Arts

Performance Level Descriptors

Advanced

Students at this level have a 94% probability of earning a C or higher and a 75% probability of earning a B or higher in credit-bearing history, literature, social sciences, or writing courses at 4-year institutions. The average first year college GPA at this level is a 3.3 or above (low B or higher). Students at this level are highly likely to be on track for success in college or career.

Students demonstrate superior performance with challenging subject matter and clearly exhibit readiness for college and career.

In addition to demonstrating broad and in-depth understanding and application of all skills in the **Proficient** Level, students scoring at the **Advanced** Level typically:

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| <ul style="list-style-type: none">• Thoroughly comprehend, analyze, and synthesize information from literary and informational texts, applying a wide range of close reading skills across a range of subject areas and complexity levels.• Skillfully locate and paraphrase details, make logical inferences to support generalizations, grasp the central idea of texts, and understand complex thoughts and comparative relationships involving abstract concepts.• Use knowledge about the author's craft and the text structure to interpret important features of the whole text, such as an author's rhetorical purpose; also analyze character point of view in texts.• Skillfully integrate knowledge and ideas from across multiple related texts, analyzing the texts to find evidence in support of a claim.• Blend multiple modes of writing to produce complex argumentative essays on substantive topics.• Produce writing that productively and critically engages with multiple perspectives, establishes a thesis claim, and examines implications and complexities.• Develop ideas and support claims with persuasive evidence, using reasoning and illustration to enhance the central claim. | <ul style="list-style-type: none">• Purposefully engage in a recursive writing process to create a skillful organization with logical sequencing and transitions that establish and clarify relationships among ideas.• Use language to convey subtle shades of meaning with a style that enhances the writing purpose.• Use sentence structures that are consistently varied and clear.• Skillfully interpret vocabulary, including figurative language, inferring the meaning of words and phrases by using context.• Demonstrate sophisticated understanding of general academic and domain-specific vocabulary.• Maintain a consistent and appropriate tone in their writing through subtle and effective word choices.• Skillfully apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.• Recognize subtle disturbances in sentence structure.• Demonstrate a thorough command of the conventions of English grammar, usage, and mechanics. |
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Performance Level Descriptors

Proficient

Students at this level have approximately an 80% or higher probability of earning a C or higher in credit-bearing history, literature, social sciences, or writing courses at all levels of higher education. The average first year college GPA at this level is between a 2.8 and 3.3 (high C to low B). Students at this level are likely to be on track for success in college or career.

Students demonstrate mastery with subject matter and exhibit readiness for college and career.

In addition to demonstrating understanding and application of all skills in the **Basic** Level, students scoring at the **Proficient** Level typically:

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| <ul style="list-style-type: none">• Comprehend, analyze, and synthesize information from literary and informational texts, applying various close reading skills across a range of subject areas and complexity levels.• Recognize accurate summaries, locate and paraphrase key details, make logical inferences, determine central ideas, and understand relationships between characters and important concepts.• Use knowledge about the author's craft and the text structure to determine the main purpose of parts of the text and analyze the effect on the meaning produced by a specific detail.• Integrate knowledge and ideas from across multiple related texts, analyzing elements that are similar in two passages.• Blend multiple modes of writing to produce effective argumentative essays on substantive topics.• Produce writing that engages with multiple perspectives, establishes a thesis claim, and provides analysis that recognizes implications and complexities.• Develop ideas and support claims with relevant evidence, using reasoning and illustration to clarify the argument. | <ul style="list-style-type: none">• Engage in a recursive writing process to create a clear organization with logical grouping and transitions that establish relationships among ideas.• Use language to convey meaning with a style appropriate to the writing purpose.• Use sentence structures that are clear and show some variety.• Interpret vocabulary, including figurative language, inferring the meaning of words and phrases by using context.• Demonstrate understanding of general academic and some domain-specific vocabulary.• Maintain a consistent and appropriate tone in their writing through word choice.• Apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.• Recognize disturbances in sentence structure.• Demonstrate a command of the conventions of English grammar, usage, and mechanics. |
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Performance Level Descriptors

Basic

Students at this level have a 60% or higher probability of earning a C or higher in credit-bearing history, literature, social sciences, or writing courses across all levels of higher education. The average first year college GPA at this level is between a 2.4 and 2.7 (mid to high C). Students at this level likely require additional coursework and/or support to be on track for success in college or career.

Students demonstrate partial mastery with subject matter but may not exhibit readiness for college and career.

In addition to demonstrating understanding and application of all skills in the **Below Basic** Level, students scoring at the **Basic** Level typically:

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| <ul style="list-style-type: none">• Comprehend, analyze, and synthesize information from literary and informational texts, applying limited close reading skills across a range of subject levels and complexity levels.• Inconsistently locate explicitly stated details, make inferences about characters and actions, and identify central ideas when they are clearly stated• Sometimes use knowledge about the author's craft and the text structure to determine the text's primary purpose and the function of key textual elements.• Identify knowledge and ideas from across multiple related texts, comparing details that texts have in common.• Attempt to blend multiple modes of writing to produce argumentative essays on substantive topics.• Produce writing that responds to multiple perspectives, establishes a thesis claim that shows some clarity in thought, and provides limited analysis of the issue.• Develop ideas and support claims with some relevant evidence that is often overly general, sometimes using basic reasoning and illustration that may be repetitious. | <ul style="list-style-type: none">• Attempt to use a recursive writing process and create a simple organization with some transitions that establish relationships among ideas.• Use language that is sometimes imprecise to convey meaning.• Use sentence structures that are usually clear but show little variety.• Interpret vocabulary, including basic figurative language, sometimes inferring the meaning of key words and phrases by using the context.• Demonstrate understanding of familiar and some general academic vocabulary.• Make inconsistent word choices and may use inappropriate tone in their writing.• Inconsistently apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.• May recognize obvious disturbances in sentence structure.• Demonstrate an inconsistent command of the conventions of English grammar, usage, and mechanics. |
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Below Basic

Students have not performed at least at the **Basic** level.