



English Detailed Performance Level Descriptors

Grades 9 and 10

**Performance Level Descriptors: English Language Arts
Grade 9**

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engages in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be well-prepared for college or career.

GRADE 9 WRITING

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.W.4-6	<ul style="list-style-type: none"> • recognizes basic development and organization in a text. • has a basic understanding of revision and editing. 	<ul style="list-style-type: none"> • recognizes coherent development and organization in a text. • strengthens writing as needed by revising and editing for clarity. • identifies the uses of technology in the writing process. 	<ul style="list-style-type: none"> • analyzes the clarity and coherence of a text in which the development, organization, and style are appropriate to the task, purpose, and audience. • strengthens writing as needed by revising and editing for a specific purpose and audience. • analyzes how technology can be used effectively in the writing process. 	<ul style="list-style-type: none"> • evaluates the clarity and coherence of a text in which the development, organization, and style are highly effective for the task, purpose, and audience. • strengthens writing by making effective choices relating to revising and editing, focusing on addressing what is most significant for a specific purpose and audience. • evaluates how technology can be used effectively in the writing process.

GRADE 9 LANGUAGE

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Range	9-10.L.1	<ul style="list-style-type: none"> • demonstrates a below-grade-level understanding of the conventions of standard English grammar and usage. a. inconsistently recognizes the use of parallel structure. b. identifies appropriate use of basic types of phrases and clauses to convey meaning in a text. 	<ul style="list-style-type: none"> • demonstrates basic grade-level understanding of the conventions of standard English grammar and usage. a. recognizes the use of parallel structure. b. recognizes the use of various types of phrases and clauses to convey meaning and add interest in a text. 	<ul style="list-style-type: none"> • demonstrates command of grade-level conventions of standard English grammar and usage. a. analyzes the use of parallel structure. b. analyzes the use of various types of phrases and clauses to convey appropriate meaning and add variety and interest in a text. 	<ul style="list-style-type: none"> • demonstrates above-grade-level command of the conventions of standard English grammar and usage. a. evaluates the use of parallel structure. b. evaluates the use of various types of phrases and clauses to convey precise meaning and add variety, craft, style, depth, and interest in a text.
Range	9-10.L.2	<ul style="list-style-type: none"> • demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates a basic grade-level understanding of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates a grade-level command of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates an above-grade-level command of the conventions of standard English capitalization, punctuation, and spelling to enhance style and meaning.

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Range	9-10.L.3	<ul style="list-style-type: none"> demonstrates an inconsistent understanding of the use of language for a particular writing style. 	<ul style="list-style-type: none"> demonstrates a basic grade-level understanding of the use of language. edits text to conform to a formal or informal writing style. 	<ul style="list-style-type: none"> demonstrates a grade-level ability to analyze the use of language in different contexts. edits text so that it conforms to the guidelines in a style manual. 	<ul style="list-style-type: none"> demonstrates an above-grade-level ability to evaluate how language functions in different contexts. edits text so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
Range	9-10.L.4	<ul style="list-style-type: none"> determines the meaning of unknown or multiple meaning grade-level words by using immediate context clues or attempting to use patterns of word changes. 	<ul style="list-style-type: none"> determines the meaning of unknown grade-level words by using context clues within the same sentence. identifies and attempts to use patterns of word changes that indicate different meanings. 	<ul style="list-style-type: none"> determines and clarifies the meaning of unknown or multiple-meaning grade-level words by using context clues within the text. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech. 	<ul style="list-style-type: none"> determines and clarifies the meanings of unknown and multiple-meaning words, including above-grade-level words, by using context clues within the text. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech.

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Range	9-10.L.5	<ul style="list-style-type: none"> recognizes figurative language and word relationships by identifying figures of speech and nuances in word meanings. 	<ul style="list-style-type: none"> demonstrates an understanding of straightforward figurative language, clear word relationships, and nuances in word meanings by identifying and attempting to interpret figures of speech in texts and recognizing nuances in the meaning of words. 	<ul style="list-style-type: none"> demonstrates an understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> interprets figures of speech in context and analyzes their role in texts. analyzes nuances in the meaning of words with similar denotations. 	<ul style="list-style-type: none"> demonstrates an understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings. <ol style="list-style-type: none"> interprets and uses figures of speech in context and analyzes their role in texts. analyzes and uses nuances in the meaning of words with similar denotations.
Range	9-10.L.6	<ul style="list-style-type: none"> identifies general academic and domain-specific words and phrases at the college and career readiness level. 	<ul style="list-style-type: none"> uses accurately general academic and some domain-specific words and phrases for reading, writing, speaking and listening at the college and career readiness level. demonstrates a basic ability in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> uses accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level. demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> uses accurately higher-level academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level. demonstrates advanced independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Performance Level Descriptors: English Language Arts
Grade 10**

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engages in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be well-prepared for college or career.

GRADE 10 WRITING

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.W.4-6	<ul style="list-style-type: none"> recognizes basic development and organization in a text. has a basic understanding of revision and editing. 	<ul style="list-style-type: none"> recognizes coherent development and organization in a text. strengthens writing as needed by revising and editing for clarity. identifies the uses of technology in the writing process. 	<ul style="list-style-type: none"> analyzes the clarity and coherence of a text in which the development, organization, and style are appropriate to the task, purpose, and audience. strengthens writing as needed by revising and editing for a specific purpose and audience. analyzes how technology can be used effectively in the writing process. 	<ul style="list-style-type: none"> evaluates the clarity and coherence of a text in which the development, organization, and style are highly effective for the task, purpose, and audience. strengthens writing by making effective choices relating to revising and editing, focusing on addressing what is most significant for a specific purpose and audience. evaluates how technology can be used effectively in the writing process.

GRADE 10 LANGUAGE

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Range	9-10.L.1	<ul style="list-style-type: none"> • demonstrates a below-grade-level understanding of the conventions of standard English grammar and usage. a. inconsistently recognizes the use of parallel structure. b. identifies appropriate use of basic types of phrases and clauses to convey meaning in a text. 	<ul style="list-style-type: none"> • demonstrates basic grade-level understanding of the conventions of standard English grammar and usage. a. recognizes the use of parallel structure. b. recognizes the use of various types of phrases and clauses to convey meaning and add interest in a text. 	<ul style="list-style-type: none"> • demonstrates command of grade-level conventions of standard English grammar and usage. a. analyzes the use of parallel structure. b. analyzes the use of various types of phrases and clauses to convey appropriate meaning and add variety and interest in a text. 	<ul style="list-style-type: none"> • demonstrates above-grade-level command of the conventions of standard English grammar and usage. a. evaluates the use of parallel structure. b. evaluates the use of various types of phrases and clauses to convey precise meaning and add variety, craft, style, depth, and interest in a text.
Range	9-10.L.2	<ul style="list-style-type: none"> • demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates a basic grade-level understanding of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates a grade-level command of the conventions of standard English capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • demonstrates an above-grade-level command of the conventions of standard English capitalization, punctuation, and spelling to enhance style and meaning.

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Range	9-10.L.3	<ul style="list-style-type: none"> demonstrates an inconsistent understanding of the use of language for a particular writing style. 	<ul style="list-style-type: none"> demonstrates a basic grade-level understanding of the use of language. edits text to conform to a formal or informal writing style. 	<ul style="list-style-type: none"> demonstrates a grade-level ability to analyze the use of language in different contexts. edits text so that it conforms to the guidelines in a style manual. 	<ul style="list-style-type: none"> demonstrates an above-grade-level ability to evaluate how language functions in different contexts. edits text so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
Range	9-10.L.4	<ul style="list-style-type: none"> determines the meaning of unknown or multiple meaning grade-level words by using immediate context clues or attempting to use patterns of word changes. 	<ul style="list-style-type: none"> determines the meaning of unknown grade-level words by using context clues within the same sentence. identifies and attempts to use patterns of word changes that indicate different meanings. 	<ul style="list-style-type: none"> determines and clarifies the meaning of unknown or multiple-meaning grade-level words by using context clues within the text. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech. 	<ul style="list-style-type: none"> determines and clarifies the meanings of unknown and multiple-meaning words, including above-grade-level words, by using context clues within the text. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech.

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Range	9-10.L.6	<ul style="list-style-type: none"> identifies general academic and domain-specific words and phrases at the college and career readiness level. 	<ul style="list-style-type: none"> uses accurately general academic and some domain-specific words and phrases for reading, writing, speaking and listening at the college and career readiness level. demonstrates a basic ability in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> uses accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level. demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> uses accurately higher-level academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level. demonstrates advanced independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.