EXEMPLARY III ACHIEVEMENT LEVEL DESCRIPTORS

Excellent

Students at this achievement level generally have exhibited the ability to

1. develop essays that skillfully integrate evidence from more than one source to support a clear and defensible position;
2. write with a compelling voice, purposeful language, and varied and fluent sentences;
3. demonstrate consistent control of sentence formation, usage, mechanics, and spelling;
4. recognize the correct use of hyphens and dashes;
5. analyze the development and interaction of two themes or central ideas;
6. analyze how an author’s choice of structure affects the meaning and tone of a text;
7. determine the impact of an author’s choices regarding how to develop and relate elements of a story (setting, characters, plot);
8. evaluate arguments and reasoning in a complex informational text;
9. synthesize information from multiple resources; and
10. carefully select and integrate source information, maintaining the flow of ideas and avoiding plagiarism.

Good

Students at this achievement level generally have exhibited the ability to

1. write well-organized essays that include a central idea and appropriate evidence from at least one source;
2. write essays with a consistent voice and a variety of sentence structures and word choices;
3. demonstrate control of sentence formation, usage, and mechanics;
4. identify and correct errors in verb tense and mood;
5. interpret the figurative and connotative meanings of words and phrases in a complex text;
6. determine the overall purpose of historically important U.S. documents and literary texts;
7. summarize a complex text and examine how ideas build on one another;
8. use textual evidence to make inferences and support analysis of the text;
9. evaluate the usefulness and objectivity of information resources; and
10. determine the relevance of source information to a given research topic.
#### Fair

Students at this achievement level generally have exhibited the ability to

1. write generally organized essays that address a given task and provide adequate evidence;
2. write essays that include simple vocabulary and some variation in sentence structure;
3. demonstrate control of spelling and mechanics;
4. identify errors in parallel structure and basic grammar;
5. cite evidence to clarify what a text says explicitly;
6. identify how an author develops the relationships between characters;
7. use context clues to determine the literal meanings of words and phrases;
8. assess the strengths of information resources; and
9. conduct research by choosing and narrowing inquiry questions.

#### Needs Improvement

Students at this achievement level are generally working toward the ability to

1. write essays that address a given task and provide adequate evidence;
2. write essays that include simple vocabulary and some variation in sentence structure;
3. demonstrate acceptable control of spelling and mechanics;
4. cite evidence to clarify what a text says explicitly;
5. use context clues to determine the meanings of words and phrases; and
6. conduct research by choosing and narrowing inquiry questions.