

Grade 10 English Language Arts

Achievement level descriptions (ALDs) describe a student’s level of achievement (e.g., Below Satisfactory, On-Grade-Level, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state’s content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the B.E.S.T. Standards.
Level 2	<p>Students at this level demonstrate a below satisfactory level of success with the challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 2:</p> <ul style="list-style-type: none"> • explains how simplistic key elements enhance or add a single layer of meaning and/or style in a grade-level low-to-mid complexity literary text. • explains and compares simple or explicitly stated universal themes and their development throughout a grade-level low-to-mid complexity literary text. • explains coming of age experiences reflected in a text and how the author represents straightforward conflicting perspectives in a grade-level low complexity literary text. • explains how authors create multiple simple layers of meaning and/or ambiguity in a grade- level low complexity poem. • explains simplistic text structures and the use of basic feature/s in grade- level low-to-mid complexity text(s). • explains the explicitly stated central idea(s) of grade-level low complexity historical American speeches and essays. • explains an author’s choices in establishing and achieving explicitly stated purpose(s) in grade-level low complexity historical American speeches and essays. • compares the general development of two explicitly stated opposing arguments on the same topic, determining the effectiveness and validity of the claims and explaining the ways in which the authors use the same information to achieve different ends in grade-level low-to-mid complexity informational texts. • explains how simplistic uses of figurative language is related to an explicitly stated mood in grade-level low-to-mid complexity informational text(s). • paraphrases content from grade-level texts with some accuracy; may focus only on central idea and make limited changes in wording. • explains how mythical, classical, or religious texts have been adapted in grade-level low-to-mid complexity texts. • explains an author’s use of simple rhetoric in grade-level low-to-mid complexity text(s). • writes narratives using an inconsistent pace to create tension, mood, and/or tone. • writes to argue a position partially supporting simple claims, using insufficient reasoning and confusing evidence from sources, attempting to rebut counterclaims with ineffective evidence, using limited organizational structure and ineffective elaboration while generally neglecting a formal and objective tone.

Achievement Level	Achievement Level Descriptions
Level 2	<ul style="list-style-type: none"> • writes expository texts to simplistically explain and partially analyze information from sources, using limited organization, attempting to use transitions, and using an inconsistent tone and voice. • improves writing by considering feedback from adults, peers, and/or online editing tools, minimally or superficially revising to address the needs of a specific audience. • inconsistently follows the basic rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with minimal or inconsistent control. • conducts basic research to answer a simple question, partially refining the scope of the question to align with findings and minimally synthesizing information from multiple reliable and valid sources. • inconsistently uses academic vocabulary appropriate to grade level in writing with inconsistent control. • applies knowledge of etymology and derivations to determine the meaning of simple words and phrases in grade-level low complexity text(s). • applies knowledge of etymology and derivations to determine the meaning of simple words and phrases in grade-level low complexity text(s).
Level 3	<p>Students at this level demonstrate on-grade-level success with the challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 3:</p> <ul style="list-style-type: none"> • analyzes how simplistic key elements enhance or add layers of meaning and/or style in a grade-level low-to-mid complexity literary text. • analyzes and compares simple or explicitly stated universal themes and their development throughout a grade-level low-to-mid complexity literary text. • analyzes coming of age experiences reflected in a text and how the author represents straightforward conflicting perspectives in a grade-level low-to-mid complexity literary text. • analyzes how authors create multiple simple layers of meaning and/or ambiguity in a grade-level low-to-mid complexity poem. • analyzes the impact of multiple straightforward text structures and the use of features in grade-level low-to-mid complexity text(s). • analyzes the explicitly stated central idea(s) of grade-level low-to-mid complexity historical American speeches and essays. • analyzes an author’s choices in establishing and achieving explicitly stated purpose(s) in grade-level low-to-mid complexity historical American speeches and essays. • compares the development of two simply stated opposing arguments on the same topic, explaining the effectiveness and validity of the claims and generally analyzing the ways in which the authors use the same information to achieve different ends in grade-level low-to-mid complexity informational texts. • analyzes how simplistic uses of figurative language creates a mood in grade-level low-to-mid complexity informational text(s). • paraphrases content from grade-level texts with some accuracy, including some details from the author’s original message. • analyzes how mythical, classical, or religious texts have been adapted in grade-level mid complexity texts.

Achievement Level	Achievement Level Descriptions
Level 3	<ul style="list-style-type: none"> • analyzes an author’s use of simple rhetoric in grade-level low-to-mid complexity text(s). • writes narratives using an adequate pace to create tension, mood, and/or tone. • writes to argue a position adequately supporting claims, using with general reasoning and credible evidence from multiple sources, rebutting counterclaims with sufficient evidence, using a clear organizational structure, adequate elaboration, and logical transitions while generally maintaining a formal and objective tone. • writes expository texts to adequately explain and analyze information from multiple sources, using a clear organization, logical transitions, and a tone and voice appropriate to the task. • improves writing by considering feedback from adults, peers, and/or online editing tools, adequately revising to address the needs of a specific audience. • adequately follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with some control. • conducts research to answer a question, refining the scope of the question to align with findings and adequately synthesizing information from multiple reliable and valid sources. • uses academic vocabulary appropriate to grade level in writing with some control. • applies knowledge of etymology and derivations to determine the meaning of words and phrases in grade-level low-to-mid complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases in grade-level low-to-mid complexity text(s).
Level 4	<p>Students at this level demonstrate an above satisfactory level of success with the challenging content of the Florida B.E.S.T. Standards.</p> <p>A student performing at Level 4:</p> <ul style="list-style-type: none"> • analyzes how key elements enhance or add layers of meaning and/or style in a grade-level mid-to-high complexity literary text. • analyzes and compares universal themes and their development throughout a grade-level mid-to-high complexity literary text. • analyzes coming of age experiences reflected in a text and how the author represents conflicting perspectives in a grade-level mid-to-high complexity literary text. • analyzes how authors create multiple layers of meaning and/or ambiguity in a grade-level mid-to-high complexity poem. • analyzes the impact of multiple text structures and the use of features in grade-level mid-to-high complexity text(s). • analyzes the central idea(s) of grade-level mid-to-high complexity historical American speeches and essays. • analyzes an author’s choices in establishing and achieving purpose(s) in grade-level mid-to-high complexity historical American speeches and essays. • compares the development of two opposing arguments on the same topic, evaluating the validity of the claims and analyzing the ways in which the authors use the same information to achieve different ends in grade-level mid-to-high complexity informational texts.

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Level 4	<ul style="list-style-type: none"> • analyzes how figurative language creates mood in grade-level mid-to- high complexity informational text(s). • paraphrases content from grade-level texts. • analyzes how mythical, classical, or religious texts have been adapted in grade-level mid-to-high complexity texts. • analyzes an author’s use of rhetoric in grade-level mid-to-high complexity text(s). • writes narratives using an appropriate pace to create tension, mood, and/or tone. • writes to argue a position supporting claims, using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, and purposeful transitions while maintaining a formal and objective tone. • writes expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. • improves writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. • follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. • conducts research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources. • integrates academic vocabulary appropriate to grade level in writing. • applies knowledge of etymology and derivations to determine the meaning of words and phrases in grade- level mid-to-high complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases appropriate to grade level in mid-to-high complexity text(s).
Level 5	<p>Students at this level demonstrate mastery of the most challenging content of the <i>Florida B.E.S.T. Standards</i>.</p> <p>A student performing at Level 5:</p> <ul style="list-style-type: none"> • analyzes thoroughly how complex key elements enhance or add layers of meaning and/or style in grade-level high complexity literary text(s). • analyzes thoroughly and compares complex and/or abstract universal themes and their development throughout a grade-level high complexity literary text(s). • analyzes thoroughly coming of age experiences reflected in a text and how the author represents complex conflicting perspectives in a grade-level high complexity literary text(s). • analyzes thoroughly how authors create multiple complex layers of meaning and/or ambiguity in a grade-level high complexity poem. • analyzes thoroughly the impact of multiple complex text structures and the use of features in grade- level high complexity text(s). • analyzes thoroughly the complex central idea(s) of grade-level high complexity historical American speeches and essays. • analyzes thoroughly an author’s choices in establishing and achieving complex purpose(s) in grade-level high complexity historical American speeches and essays.

Achievement Level	Achievement Level Descriptions
Level 5	<ul style="list-style-type: none"> • compares the complex development of two complex opposing arguments on the same topic, evaluating the effectiveness and validity of the complex claims and thoroughly analyzing the ways in which the authors use the same information to achieve different ends in grade-level high complexity informational texts. • analyzes thoroughly how complex uses of figurative language creates mood in grade-level high complexity informational text(s). • paraphrases content from grade-level texts, strategically synthesizing the text to convey the author’s original message with sophistication. • analyzes thoroughly how complex elements of mythical, classical, or religious texts have been adapted in grade-level high complexity texts. • analyzes thoroughly an author’s use of complex rhetoric in grade-level high complexity text(s). • writes narratives using a purposeful pace to create tension, mood, and/or tone. • writes to argue a position supporting sophisticated claims, using insightful reasoning and evidence from multiple sources, rebutting counterclaims with well- chosen evidence, using strong and logical organizational structure, skillful elaboration, and purposeful and varied transitions while consistently maintaining a formal and objective tone. • writes expository texts to effectively explain and analyze information from multiple sources, using strong and logical organization, varied purposeful transitions, and a consistent tone and voice appropriate to the task. • improves writing by strategically incorporating feedback from adults, peers, and/or online editing tools, skillfully and substantively revising to address the needs of a specific audience. • consistently follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level with deliberate control. • conducts thorough research to answer a complex question, refining the scope of the question to align with findings and skillfully synthesizing information from multiple reliable and valid sources. • integrates complex academic vocabulary skillfully appropriate to grade level in writing to create a deliberate effect. • applies knowledge of etymology and derivations to determine meanings of complex words and phrases in grade-level high complexity text(s). • applies knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of complex words and phrases appropriate to grade level in high complexity text(s).