# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**August 2017**

**Next-Generation Achievement Level Descriptors**

**Exceeding Expectations**   
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

**Meeting Expectations**   
A student who performed at this level met grade-level expectations and is academically on-track to succeed in the current grade in this subject.

**Partially Meeting Expectations**A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

**Not Meeting Expectations**A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**Grade 10**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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|  | **Partially Meeting Expectations**  ***On MCAS, a student at this level:*** | **Meeting Expectations**  ***On MCAS, a student at this level:*** | **Exceeding Expectations**  ***On MCAS, a student at this level:*** |
| Reading | **Partially** analyzes what a text implies and states explicitly; uses **little** evidence to support the analysis; **incompletely** identifies and analyzes the development of a central idea or theme of a text; provides a **limited** analysis of how characters, events or ideas are developed and interact across sufficiently complex texts    **Partially** determines meanings (e.g., figurative, connotative, technical) of words and phrases and analyzes how they impact meaning and tone; demonstrates **limited** understanding of how structural elements and point of view contribute to the overall development of ideas or purpose  Provides a **basic** analysis between texts; **partially** integrates information from different sources; **partially** analyzes and evaluates important claims, arguments, or themes in multiple texts | **Adequately** analyzes what a text implies and states explicitly; uses **sufficient** evidence to support the analysis; **appropriately** identifies and analyzes the development of a central idea or theme of a text; provides a **mostly complete** analysis of how characters, events or ideas are developed and interact across sufficiently complex texts  **Appropriately** determines meanings (e.g., figurative, connotative, technical) of words and phrases and analyzes how they impact meaning and tone; demonstrates **general** understanding of how structural elements and point of view contribute to the overall development of ideas or purpose  Providesan **appropriate** analysis between texts; **solidly** integrates information from different sources; **appropriately** analyzes and evaluates important claims, arguments, or themes in multiple texts | **Insightfully** analyzes what a text implies and states explicitly; uses **strong** and **thorough** evidence to support the analysis; **skillfully** identifies and analyzes the development of a central idea or theme of a text; provides a **sophisticated** analysis of how characters, events or ideas are developed and interact across sufficiently complex texts  **Skillfully** determines meanings (e.g., figurative, connotative, technical) of words and phrases and analyzes how they impact meaning and tone; demonstrates **sophisticated** understanding of how structural elements and point of view contribute to the overall development of ideas or purpose  Provides an **insightful** analysis between texts; **skillfully** integrates information from different sources; **insightfully** analyzes and evaluates important claims, arguments, or themes in multiple texts |
| Writing | Produces **basic** writing with **limited** selection and explanation of evidence and details related to sufficiently complex texts, topics, or subject areas  Produces writing with **little** development of a **basic** central idea, thesis, or sequenced events; **limited** organization; and **basic** expression of ideas  Exhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to sufficiently complex texts, topics, or subject areas  Produces writing with **adequate** development of a **solid** central idea, thesis, or sequenced events; **moderate** organization; and **appropriate** expression of ideas  Exhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** and **sophisticated** writing with **skillful** selection and explanation of evidence and details related to sufficiently complex texts, topics, or subject areas  Produces writing with **full** development of an **insightful** central idea, thesis, or sequenced events; **skillful** organization; and **rich** expression of ideas  Exhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of sufficiently complex academic and domain-specific words and phrases  **Partially** determines the meaning of unfamiliar words in text using a variety of strategies; shows **partial** understanding of various grammatical rules and literary devices in a text  Demonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of sufficiently complex academic and domain-specific words and phrases  **Sufficiently** determines the meaning of unfamiliar words in text using a variety of strategies; shows **sufficient** understanding of various grammatical rules and literary devices in a text  Demonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of sufficiently complex academic and domain-specific words and phrases  **Skillfully** determines the meaning of unfamiliar words in text using a variety of strategies; shows **full** understanding of various grammatical rules and literary devices in a text  Demonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |