



English Language Arts English 2 Performance Level Descriptors

Summer 2025

Columbia, SC

South Carolina Department of Education
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Performance Levels and Performance Level Descriptors

For the South Carolina End-of-Course Examination Program (EOCEP), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on EOCEP are Does Not Meet Expectations, Minimally Meets Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the course content standards.
- The student **minimally** meets the expectations of the course content standards.
- The student **meets** the expectations of the course content standards.
- The student **exceeds** the expectations of the course content standards.

More-detailed descriptions of the specific concepts and skills are provided for each course in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Minimally Meets Expectations and Does Not Meet Expectations performance levels.

Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
Policy	The student Does Not Meet the Expectations of the course content standards.	The student Minimally Meets the Expectations of the course content standards.	The student Meets the Expectations of the course content standards.	The student Exceeds the Expectations of the course content standards.
Range	The student needs substantial academic support to be on track for college and career readiness.	The student needs additional academic support to be on track for college and career readiness.	The student is prepared to be on track for college and career readiness.	The student is well prepared to be on track for college and career readiness.

Applications of Reading (AOR)

ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.1.1: Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.	Attempt to analyze how multiple perspectives, context, or key elements add to or deepen meaning or enhance style within or across texts.	Minimally analyze how multiple perspectives, context, or key elements add to or deepen meaning or enhance style within or across texts.	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.	Analyze in depth how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
ELA.E2.AOR.1.2: Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.	Attempt to analyze an author's use of figurative language in a text(s); attempt to explain an author's use of allegory.	Minimally analyze an author's use of figurative language in a text(s); minimally explain an author's use of allegory.	Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.	Analyze in depth an author's use of figurative language in a text(s); explain in depth an author's use of allegory.

ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.2.1: Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.	Attempt to analyze the development of universal themes across literary texts from different time periods, places, or cultures.	Minimally analyze the development of universal themes across literary texts from different time periods, places, or cultures.	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.	Analyze in depth the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E2.AOR.2.2: Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	Attempt to analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	Minimally analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	Analyze in depth how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

ELA.AOR.3

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.3.1: Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).	Attempt to analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).	Minimally analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).	Analyze in depth how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

ELA.AOR.4

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.4.1: Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	Attempt to analyze an author’s perspective or purpose, or attempt to evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	Minimally analyze an author’s perspective or purpose, or minimally evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	Analyze in depth an author’s perspective or purpose, and evaluate in depth the effectiveness of the author’s rhetoric used to advance that perspective or purpose.

ELA.AOR.5

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.5.1: Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.	Attempt to analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.	Minimally analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.	Analyze in depth how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
ELA.E2.AOR.5.2: Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.	Attempt to analyze the impact of one text structure or the use of text features in an informational text; attempt to determine and explain how an author could make the text more effective.	Minimally analyze the impact of one text structure or the use of text features in an informational text; minimally determine and explain how an author could make the text more effective.	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.	Analyze in depth the impact of multiple text structures and/or the use of text features in an informational text; determine and explain in depth how an author could make the text more effective.
ELA.E2.AOR.5.3: Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.	Attempt to compare how two authors with opposing views develop arguments in informational texts; attempt to evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.	Minimally compare how two authors with opposing views develop arguments in informational texts; minimally evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.	Compare in depth how two authors with opposing views develop arguments in informational texts; evaluate in depth the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

ELA.AOR.6

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Attempt to summarize and/or paraphrase content from grade-level text to enhance comprehension.	Partially summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	[Meets Expectations is the highest level for this indicator.]

ELA.AOR.7

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. attempt to use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and b. [classroom-based] c. attempt to consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>Inconsistently determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. inconsistently use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and b. [classroom-based] c. inconsistently consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and b. [classroom-based] c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.8

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.AOR.8.1: Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;</p> <p>b. analyze nuances in the meanings of words with similar denotation; and</p> <p>c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).</p>	<p>Attempt to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. attempt to interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;</p> <p>b. attempt to analyze nuances in the meanings of words with similar denotation; and</p> <p>c. attempt to analyze the impact of specific word choices on meaning or tone (e.g., how the language of a government document differs from that of a newspaper).</p>	<p>Minimally interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. minimally interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;</p> <p>b. minimally analyze nuances in the meanings of words with similar denotation; and</p> <p>c. minimally analyze the impact of specific word choices on meaning or tone (e.g., how the language of a government document differs from that of a newspaper).</p>	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;</p> <p>b. analyze nuances in the meanings of words with similar denotation; and</p> <p>c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).</p>	<p>Interpret in depth an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;</p> <p>b. analyze nuances in the meanings of words with similar denotation; and</p> <p>c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).</p>

ELA.AOR.9

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.AOR.9.1: Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.</p>	<p>Attempt to apply knowledge of etymology to determine new or clarify meanings of words and phrases in grade-level content.</p>	<p>Inconsistently apply knowledge of etymology to determine new or clarify meanings of words and phrases in grade-level content.</p>	<p>Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

Research (R)

ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.R.1.1: Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by attempting to: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by partially: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	[Meets Expectations is the highest level for this indicator.]
ELA.E2.R.1.2: Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Attempt to analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Minimally analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	[Meets Expectations is the highest level for this indicator.]
ELA.E2.R.1.3: Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	Attempt to analyze findings to determine relevance to the topic(s) and purpose of inquiry.	Minimally analyze findings to determine relevance to the topic(s) and purpose of inquiry.	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	[Meets Expectations is the highest level for this indicator.]
ELA.E2.R.1.4: Logically organize findings as relevant to the purpose and audience.	Attempt to organize findings as relevant to the purpose and audience.	Partially organize findings as relevant to the purpose and audience.	Logically organize findings as relevant to the purpose and audience.	[Meets Expectations is the highest level for this indicator.]

Written and Oral Communication (C)

ELA.C.1

Write arguments to support claims with clear reasons and relevant evidence.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.C.1.1: Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented. 	<p>Write arguments that attempt to support claims in an analysis of a topic or texts. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented. 	<p>Write arguments that minimally support claims in an analysis of a topic or texts. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented. 	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented. 	<p>Write arguments that skillfully supports claims in an analysis of a topic or texts. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented.

ELA.C.2

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.C.2.1: Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write informative texts that attempt to examine and convey complex information through the analysis of multiple sources of information. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write informative texts that minimally examine and convey complex information through the analysis of multiple sources of information. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write informative texts that skillfully examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented.

ELA.C.3

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.C.3.1: Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation and/or setting up a problem or observation; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing. 	<p>Attempt to write and use narratives within other modes of writing, using narrative techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Minimally write and use narratives within other modes of writing, using narrative techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<p>Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation and/or setting up a problem or observation; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing. 	<p>Skillfully write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing, skillfully:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation and/or setting up a problem or observation; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing.

ELA.C.4

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.E2.C.4.1: Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone; d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials. 	<p>Attempt to use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing, attempts to:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone; d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. [classroom-based] 	<p>Inconsistently use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing, inconsistently:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone; d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. [classroom-based] 	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone; d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. [classroom-based] 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.C.5

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	Attempt to improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	Minimally improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	[Meets Expectations is the highest level for this indicator.]

ELA.C.9

Evaluate and critique ideas and concepts interactively through listening and speaking.

Indicator	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations	Exceeds Expectations
ELA.E2.C.9.1: Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.	Attempt to use digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.	Minimally use digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation to skillfully: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.