



Achievement Level Descriptors (ALDs)  
English Language Arts  
Grade 9

# Achievement Level Descriptors (ALDs)

## English Language Arts

### Grade 9

The achievement level descriptors describe what a typical student scoring at each achievement level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular achievement level on a particular test in order to score at that level.

#### Achievement Level Descriptor Definitions

**Far Below Proficient** - Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.

**Below Proficient** - Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.

**Proficient** - Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.

**Advanced** - Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

#### Reading

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
RL.9.10 and RI.9.10	A student at this level reads and minimally comprehends literature and informational texts in the grade 9 text complexity level.	A student at this level reads and partially comprehends literature and informational texts in the grade 9 text complexity level.	A student at this level reads and proficiently comprehends literature and informational texts in the grade 9 text complexity level.	A student at this level reads and thoroughly comprehends literature and informational texts in the grade 9 text complexity level.
RL.9.1	A student at this level attempts to cite some evidence to support a basic analysis of what the text says explicitly as well as inferences drawn from the text.	A student at this level cites some textual evidence to support analysis of what the text says explicitly as well as basic inferences drawn from the text.	A student at this level cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.	A student at this level cites strong, relevant, and thorough textual evidence to support in-depth analysis of what the text says explicitly as well as implicit inferences drawn from the text.
RL.9.2	A student at this level attempts to determine an explicit theme or central idea of a text; attempts to restate and/or summarize some	A student at this level determines an explicit theme or central idea of a text and analyzes its development over the course of the text; simplistically restates and/or	A student at this level determines a theme or central idea of a text and analyzes in detail its development over the course of the text, including how it	A student at this level determines an implied theme or central idea of a text and analyzes in detail its development over the course of the text, including how it

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	main ideas or events, in some correct sequence, after reading a text.	simplistically summarizes main ideas or events, in some correct sequence, after reading a text.	emerges and is shaped and refined by specific details; restates and summarizes main ideas or events, in correct sequence, after reading a text.	emerges and is shaped and refined by specific details; restates and thoroughly summarizes main ideas or events, in correct sequence, after reading a text.
RL.9.3	A student at this level attempts to analyze how characters develop, interact with other characters, and advance the plot or develop the theme.	A student at this level analyzes how characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A student at this level analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	A student at this level analyzes thoroughly how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9.4	A student at this level attempts to determine the explicit meaning of words and phrases as they are used in the text, including some figurative and connotative meanings; attempts to analyze the cumulative impact of specific word choices on meaning and/or tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	A student at this level determines the explicit meaning of words and phrases as they are used in the text, including some figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and/or tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	A student at this level determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	A student at this level determines the implicit meaning of words and phrases as they are used in the text, including unfamiliar figurative and connotative meanings; analyzes thoroughly the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
RL.9.5	A student at this level attempts to analyze how an author's choices concerning how to structure a text, use literary devices	A student at this level analyzes how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing,	A student at this level analyzes how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing,	A student at this level analyzes thoroughly how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g.,

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	appropriate to genre (e.g., foreshadowing, imagery, allusion, symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects.	imagery, allusion, symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) generally create effects.	imagery, allusion, symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	foreshadowing, imagery, allusion, symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9.6	A student at this level attempts to analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture).	A student at this level analyzes a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on general knowledge of world literature.	A student at this level analyzes a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.	A student at this level analyzes thoroughly a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide and in-depth reading of world literature.
RL.9.7	A student at this level attempts to analyze the basic representation of a subject or a key scene in two different artistic media (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i> ).	A student at this level analyzes simplistically the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i> ).	A student at this level analyzes the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i> ).	A student at this level analyzes thoroughly the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brueghel’s <i>Landscape with the Fall of Icarus</i> ).
RL.9.9	A student at this level attempts to analyze an author’s use of source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author	A student at this level analyzes an author’s use of source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).	A student at this level analyzes how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).	A student at this level analyzes thoroughly how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).

<b>Alaska Standard</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
	draws on a play by Shakespeare).			
RI.9.1	A student at this level attempts to cite some evidence to support a basic analysis of what the text says explicitly as well as inferences drawn from the text.	A student at this level cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A student at this level cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A student at this level cites strong, relevant, and thorough textual evidence to support in-depth analysis of what the text says explicitly as well as implicit inferences drawn from the text.
RI.9.2	A student at this level attempts to determine an explicit central idea of a text; attempts to restate or summarize some main ideas or events, after reading a text.	A student at this level determines an explicit central idea of a text and analyzes its development over the course of the text; restates and summarizes main ideas or events, in some correct sequence, after reading a text.	A student at this level determines a central idea of a text and analyzes in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restates and summarizes main ideas or events, in correct sequence, after reading a text.	A student at this level consistently determines a central idea of a text and analyzes in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restates and thoroughly summarizes main ideas or events, in correct sequence, after reading a text.
RI.9.3	A student at this level attempts to analyze how the author unfolds an analysis or series of ideas and events, including the order in which the points are made.	A student at this level analyzes simplistically how the author unfolds an analysis or series of ideas and events, including the order in which the points are made and how they are introduced and developed.	A student at this level analyzes how the author unfolds an analysis or series of ideas and events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	A student at this level analyzes thoroughly how the author unfolds an analysis or series of ideas and events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9.4	A student at this level attempts to determine the meaning of words and phrases as they are used in various genres, including basic figurative,	A student at this level determines the meaning of words and phrases as they are used in various genres, including basic figurative, connotative, and/or technical	A student at this level determines the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical	A student at this level consistently determines the meaning of words and phrases as they are used in various genres, including unfamiliar or complex

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	connotative, or technical meanings; attempts to analyze simplistically the cumulative impact of word choices on meaning and/or tone (e.g., how the language of a court opinion differs from that of a newspaper).	meanings; analyzes simplistically the cumulative impact of word choices on meaning and/or tone (e.g., how the language of a court opinion differs from that of a newspaper).	meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	figurative, connotative, and technical meanings; analyzes thoroughly the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9.5	A student at this level attempts to analyze how an author’s ideas or claims are developed by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).	A student at this level analyzes simplistically how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).	A student at this level analyzes in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).	A student at this level analyzes thoroughly how an author’s ideas or claims are effectively developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).
RI.9.6	A student at this level attempts to analyze how an author’s ideas or claims are developed by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).	A student at this level analyzes simplistically how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of a text (e.g., a section or chapter).	A student at this level determines an author’s point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	A student at this level determines an author’s point of view or purpose in a text and analyzes thoroughly how an author uses rhetoric to advance that point of view or purpose.
RI.9.7	A student at this level attempts to analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), attempting to determine which details are emphasized in each account.	A student at this level analyzes simplistically various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	A student at this level analyzes various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	A student at this level analyzes thoroughly various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

<b>Alaska Standard</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
RI.9.8	A student at this level attempts to delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant.	A student at this level delineates and evaluates simplistically the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and evidence is relevant.	A student at this level delineates and evaluates the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and evidence is relevant; identifies false statements and fallacious reasoning.	A student at this level delineates and evaluates thoroughly the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and evidence is relevant and sufficient; identifies nuanced false statements and fallacious reasoning.
RI.9.9	A student at this level attempts to analyze specific features of seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”).	A student at this level analyzes simplistically specific features of seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”).	A student at this level analyzes specific features of seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	A student at this level analyzes in depth specific features of seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

## Writing

<b>Alaska Standard</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
W.9.1	A student at this level attempts to write basic argumentative pieces to support claims in analysis of topics or texts, using reasoning and evidence:	A student at this level writes basic argumentative pieces to support claims in analysis of topics or texts, using reasoning and relevant evidence: states claims,	A student at this level writes argumentative pieces to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient	A student at this level writes complex argumentative pieces to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

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	<p>attempts to state claims and create an organization that establishes basic relationships among claims, reasons, and evidence; attempts to develop claims, supplying evidence for some claims; attempts to use words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons and between reasons and evidence; attempts to establish a formal style while attending to the norms and conventions of the discipline in which he or she is writing; attempts to provide a basic concluding statement or section.</p>	<p>distinguishes claims from alternate or opposing claims, and creates an organization that simplistically establishes relationships among claims, counterclaims, reasons, and evidence; develops claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both; uses words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establishes a formal style while attending to the norms and conventions of the discipline in which he or she is writing; provides a concluding statement or section that simplistically supports the argument presented.</p>	<p>evidence: introduces precise claims, distinguishes claims from alternate or opposing claims, and creates an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence; develops claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience’s knowledge levels and concerns; uses words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing; provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>evidence: introduces strong and precise claims, effectively distinguishes claims from alternate or opposing claims, and creates an effective organization that strategically establishes clear, strong relationships among claims, counterclaims, reasons, and evidence; develops strong claims and counterclaims fairly and thoroughly, supplying the most relevant, complete evidence for each while pointing out strengths and limitations of both in a manner that effectively anticipates the audience’s knowledge levels and concerns; uses precise words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing; provides an insightful concluding statement or section that follows from and</p>



Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
				effectively supports the argument presented.
W.9.2	<p>A student at this level attempts to write basic informative/explanatory pieces to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content: attempts to state a topic and attempts to organize ideas, concepts, and information; attempts to develop the topic by selecting some relevant facts, extended definitions, concrete details, quotations, or other information and examples; attempts to use some transitions to link sections of texts and clarify some relationships among ideas and concepts; attempts to use some language and domain-specific vocabulary to manage the topic; attempts to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing; attempts</p>	<p>A student at this level writes basic informative / explanatory pieces to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content: states a topic; generally organizes ideas, concepts, and information to make simplistic connections and distinctions; includes some formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia; develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to link sections of texts and clarify relationships among ideas and concepts; uses language and domain-specific vocabulary to manage the topic; establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing; provides a concluding statement or section that</p>	<p>A student at this level writes informative / explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content: introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; develops topics with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of topics; uses appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts; uses precise language and domain-specific vocabulary to manage the complexity of the topic; establishes and</p>	<p>A student at this level writes complex informative / explanatory pieces to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: clearly introduces a topic; thoroughly organizes complex ideas, concepts, and information to make important connections and distinctions; includes appropriate formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; develops topics with the most well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of topics; effectively uses appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts; effectively uses the most</p>

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	to provide a concluding statement or section that supports the information or explanations presented.	supports the information or explanations presented.	maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing; provides a concluding statement or section that follows from and supports the information or explanations presented (e.g., articulating implications or the significance of the topic).	appropriate and precise language and domain-specific vocabulary to manage the complexity of the topic; establishes and consistently maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing; provides an insightful, effective concluding statement or section that follows from and supports the information or explanations presented (e.g., articulating implications or the significance of the topic).
W.9.3	A student at this level attempts to write basic narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences: attempts to set out a problem, situation, or observation; attempts to establish a singular point of view; attempts to introduce narrators and/or characters; attempts to create a progression of experiences or events; attempts to use dialogue and description to	A student at this level writes basic narrative pieces to develop real or imagined experiences or events using simplistic techniques, details, and simplistic structured event sequences: engages the reader by setting out a problem, situation, or observation; establishes a singular point of view; introduces narrators and/or characters; creates a smooth progression of experiences or events; uses dialogue, pacing, and description to develop experiences, events, and/or characters; uses techniques to sequence events so that	A student at this level writes narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences: engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple points of view and introducing a narrator and/or characters; creates a smooth progression of experiences or events; uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot	A student at this level writes narrative pieces to develop complex real or imagined experiences or events using effective and appropriate techniques, well-chosen details, and well-structured event sequences: engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple points of view and effectively introducing a narrator and/or characters; creates a smooth progression of experiences or events; uses effective and appropriate narrative techniques, such as dialogue,

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	develop experiences, events, and/or characters; attempts to use basic techniques to sequence events so that they build on one another; attempts to use words and phrases to convey pictures of the experiences, events, setting, and/or characters; attempts to provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	they build on one another to create a whole; uses appropriate words, phrases, and details to convey pictures of the experiences, events, setting, and/or characters; provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	lines, to develop experiences, events, and/or characters; uses a variety of techniques to sequence events so that they build on one another to create a coherent whole; uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; uses a variety of techniques to sequence events so that they build on one another to create a coherent whole; uses precise words and phrases, telling details, and sensory language to clearly convey a vivid picture of the experiences, events, setting, and/or characters; provides a compelling conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9.4	A student at this level attempts to produce writing in which the development, organization, and style are appropriate to task and/or purpose.	A student at this level produces basic, coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A student at this level produces clear, coherent writing in which the development, organization, style, and features are appropriate to task, purpose, and audience.	A student at this level produces clear, coherent writing in which the development, organization, style, and features are complete, effective, and appropriate to task, purpose, and audience.
W.9.5	A student at this level attempts to develop writing as needed by planning, revising, editing, and rewriting.	A student at this level develops and strengthens writing as needed by planning, revising, editing, and rewriting, taking into consideration what is significant for specific purposes or audiences.	A student at this level develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A student at this level develops and strengthens writing at an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and trying a new approach, focusing on addressing what is most significant for a

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
				specific purpose and audience.
W.9.6	A student at this level attempts to use technology, including the Internet, to produce and publish writing products.	A student at this level uses technology, including the Internet, to produce, publish, and share writing products, taking advantage of technology's capacity to link to other information.	A student at this level uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.	A student at this level uses technology, including the Internet, to efficiently and effectively produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.
W.9.7	A student at this level attempts to conduct simple, short research projects to answer a question or to solve a problem and uses individual pieces of information from sources on the subject, demonstrating a basic understanding of the subject under investigation.	A student at this level conducts simple, short research projects as well as more sustained research projects to answer a question (including a self-generated question) or to solve a problem; may narrow or broaden inquiry as needed; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	A student at this level conducts short research projects as well as more sustained research projects to answer a question (including a self-generated question) or to solve a problem; narrows or broadens inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	A student at this level conducts well-developed, short research projects as well as more sustained research projects to answer a question (including a self-generated question) or to solve a problem; narrows or broadens inquiry when appropriate; synthesizes multiple credible sources on the subject, demonstrating a thorough understanding of the subject under investigation.
W.9.8	A student at this level gathers information from print and digital sources; attempts to integrate information into the text, avoiding plagiarism and following a basic standard format for citation.	A student at this level gathers some relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to	A student at this level gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates	A student at this level consistently gathers relevant information from multiple authoritative print and digital sources efficiently, using advanced searches effectively; assesses the usefulness of each source in answering the research

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		maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9	A student at this level attempts to draw basic evidence from literary or informational texts to support analysis, reflection, and/or research.	A student at this level draws some evidence from literary or informational texts to support analysis, reflection, and/or research.	A student at this level draws evidence from literary or informational texts to support analysis, reflection, and research.	A student at this level draws relevant evidence from literary or informational texts to support analysis, reflection, and research.

### Language

<b>Alaska Standard</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
L.9.1	A student at this level attempts to demonstrate basic command of conventions of standard English grammar and usage when writing: attempts to use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning in writing.	A student at this level demonstrates basic command of conventions of standard English grammar and usage when writing: uses parallel structure; uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning in writing.	A student at this level demonstrates command of conventions of standard English grammar and usage when writing: uses parallel structure; uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	A student at this level demonstrates thorough command of conventions of standard English grammar and usage when writing: uses parallel structure; uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add effective variety and interest to writing.
L.9.2	A student at this level attempts to demonstrate a basic command of grade-appropriate	A student at this level demonstrates basic command of conventions of standard English	A student at this level demonstrates command of conventions of standard English capitalization,	A student at this level demonstrates comprehensive command of conventions of standard English

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	conventions of standard English capitalization, punctuation, and spelling when writing: attempts to use a semicolon to link closely related independent clauses; uses a colon to introduce a list or quotation; spells common words correctly.	capitalization, punctuation, and spelling when writing: uses a semicolon to link closely related independent clauses; uses a colon to introduce a list or quotation; spells words correctly.	punctuation, and spelling when writing: uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; uses a colon to introduce a list or quotation; spells words correctly.	capitalization, punctuation, and spelling when writing: uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; uses a colon to introduce a list or quotation; spells uncommon words correctly.
L.9.3	A student at this level attempts to apply basic knowledge of language to comprehend when reading.	A student at this level applies basic knowledge of language to understand how language functions in different contexts, to make choices for meaning or style, and to comprehend when reading: writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers).	A student at this level applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading: writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	A student at this level consistently applies knowledge of language to understand how language functions in different contexts, to make highly effective choices for meaning or style, and to comprehend more fully when reading: consistently writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
L.9.4	A student at this level attempts to determine the meanings of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing from a basic range of strategies: attempts to determine meanings of unfamiliar	A student at this level determines the meanings of some unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing from a range of strategies: determines meanings of unfamiliar words by using knowledge of common derivational roots and affixes,	A student at this level determines or clarifies the meanings of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a range of strategies: determines meanings of unfamiliar words by using knowledge of derivational	A student at this level consistently determines or clarifies the meanings of unknown and multiple-meaning words and phrases based on grade 9 reading and content, choosing flexibly from a wide range of strategies: determines meanings of unfamiliar words by using knowledge of

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	<p>words by using knowledge of familiar derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), explicit, nearby context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), or familiar or common idiomatic expressions (e.g., “it drives me up the wall”) as clues to the meaning of a word or phrase; attempts to identify and correctly use simple patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); attempts to consult provided general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its</p>	<p>including cultural derivations (e.g., the root of photography and photosynthesis; kayak), explicit context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), or familiar or common idiomatic expressions (e.g., “it drives me up the wall”) as clues to the meaning of a word or phrase; identifies and correctly uses simple patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); consults provided general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its part of speech, or its etymology; verifies the preliminary determination of meanings of words or phrases (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), or idiomatic expressions (e.g., “it drives me up the wall”) as clues to the meaning of a word or phrase; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); consults provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its part of speech, or its etymology; verifies the preliminary determination of meanings of words or phrases (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), or idiomatic expressions (e.g., “it drives me up the wall”) as clues to the meaning of a word or phrase; identifies and uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); efficiently consults provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its part of speech, or its etymology; verifies the preliminary determination of meanings of words or phrases (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Alaska Standard	Far Below Proficient	Below Proficient	Proficient	Advanced
	part of speech, or its etymology.			
L.9.5	A student at this level attempts to demonstrate a basic understanding of figurative language, basic word relationships, and nuances in word meanings: attempts to interpret some figures of speech in context; attempts to analyze basic nuances in meanings of words with similar denotations.	A student at this level demonstrates basic understanding of figurative language, simple word relationships, and some nuances in word meanings: interprets some figures of speech in context and simplistically analyzes their roles in texts; analyzes simple nuances in meanings of words with similar denotations.	A student at this level demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech in context and analyzes their roles in texts; analyzes nuances in meanings of words with similar denotations.	A student at this level consistently demonstrates a thorough understanding of unfamiliar or complex figurative language, complex word relationships, and nuances in word meanings: interprets unfamiliar or complex figures of speech in context and thoroughly analyzes their roles in texts; analyzes nuances in meanings of words with similar denotations.
L.9.6	A student at this level acquires and attempts to use general academic and domain-specific words and phrases for reading and writing; attempts to demonstrate some independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension and expression.	A student at this level acquires and uses grade-appropriate general academic and domain-specific words and phrases for reading and writing; demonstrates some independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension and expression.	A student at this level acquires and accurately uses general academic and domain-specific words and phrases, sufficient for reading and writing at the college- and career-readiness level; demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A student at this level acquires and accurately uses unfamiliar or specific academic and domain-specific words and phrases, sufficient for reading and writing at the college- and career-readiness level; consistently demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.