PERFORMANCE DESCRIPTORS FOR MASTERY
9TH GRADE ENGLISH LANGUAGE ARTS

Reading:

Performance Descriptors

Mastery

Ninth grade students at mastery reading:

objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; analyze the effectiveness of theme development, author's craft and how complex characters unfold in literary and informational texts;

analyze cumulative impact of how author's craft, rhetoric, structure and point of view contribute to text development, tone, style, suspense and humor; analyze point of view or cultural experience reflected in a wide range of world literature and informational text;

analyze the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; analyze seminal U.S. documents of historical and literary significance;

read and comprehend literary and informational texts in the grades 9-10 text complexity band proficiently with scaffolding as needed at the high end of the range.

Writing:

Performance Descriptors

Mastery

Ninth grade students at mastery level in writing:

compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and shows clear relationships among claims, counterclaims, reasons and evidence; write narratives that include well-chosen details to outline a problem, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events;

use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link to other information and to display information flexibly and dynamically;

effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts, to support a research topic, analysis and reflection; assess the authority and synthesize multiple print and digital sources, integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and use standard citation;

write over extended time frames for research-based projects and shorter time frames for specific tasks purposes and audiences.

Speaking and Listening:

Performance Descriptors

Mastery

Ninth grade students at mastery level in speaking and listening:

initiate and participate in collaborative discussions on topics, texts and issues, building on the ideas of others; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions; evaluate a speaker's reasoning; qualify or justify their own views and make new connections based on the evidence and reasoning presented;

present information, findings and supporting evidence clearly, concisely and logically with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; make strategic use of digital media to enhance reasoning, understanding and interest; and adapt speech to a variety of contexts and tasks.

Language:

Performance Descriptors

Mastery

Ninth grade students at mastery level in language:

use colons, semi-colons and parallel structure; incorporate a variety of phrases and clauses for sentence variety and interest;

apply knowledge of language to write and edit work, understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual;

clarify etymology and interpret figures of speech such as euphemism and oxymoron in context and analyze their roles in the text with minimal scaffolding.

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9TH GRADE MATHEMATICS

Relationships Between Quantities:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

use unit analysis to determine procedures to solve problems; express numerical answers with a degree of precision appropriate for the problem context;

interpret expressions in the context of a problem;

analyze the relationship between quantities, recognizing constraints, in problem situations and represent them as equations and inequalities to solve problems.

Congruence, Proof, and Constructions:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

know precise definitions; perform and describe a sequence of transformations;

use transformations of rigid motion to develop and explain the definition of congruence;

make formal geometric constructions with a variety of tools.

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Descriptive Statistics:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

create single-variable data displays and identify appropriate statistical measures to compare, summarize, and interpret data;

create data displays for two variables and use them to describe associations and trends;

interpret linear models in the context of the data; distinguish between correlation and causation.

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reasoning with Equations:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

use algebraic properties to justify each step in a simple equation;

solve and interpret solutions to inequalities in one variable; solve literal equations;

solve systems of equations, justifying that the solution pathway is mathematically valid.

Linear and Exponential Relationships:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

strategically use appropriate tools to generate and interpret graphical representations in order to solve equations and inequalities;

demonstrate understanding of the meaning of function, including as it relates to sequences; contextually use and interpret statements written in function notation;

interpret key features of a function in terms of context from any of its various representations;

compare key features of two functions that are displayed using different representations;

analyze the relationship between two quantities to write the function that models it;

identify the connections between patterns in transformations and in the related function notation;

distinguish between the identifying features of linear and exponential functions; write a function, given any of its representations, to solve a problem;

interpret the contextual parameters of a function.

Connecting Algebra and Geometry through Coordinates:

Performance Descriptors

Mastery

Mathematics I students at the mastery level in mathematics:

use geometric definitions and the coordinate plane to prove simple theorems and to solve related problems.

Text-dependent Questions:

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

Literacy Shifts in Mathematics:

1. Focus: Focus strongly where the Standards focus.
2. Coherence: Think across grades, and link to major topics within grades.
3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Literacy Shifts in All Content Areas:

1. Regular practice with complex text and its academic language.
2. Reading, writing and speaking grounded in evidence from text, both literary and informational.
3. Building knowledge through content-rich nonfiction.