

DRAFT Achievement Level Descriptors

Literature & Composition II

EFFECTIVE 2025-2026 SCHOOL YEAR

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Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for post-secondary readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for post-secondary readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for post-secondary readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for post-secondary readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators. The ***draft ALDs for English Language Arts*** were developed by Georgia educators in July of 2023 and are subject to revisions during the standard setting process that occurs after the first administration of a new assessment.

ALDs show a progression of knowledge and skills for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level as well as all content and skills in any achievement levels that precede his/her own, if any. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner and a Beginning Learner.

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POLICY DESCRIPTORS			
Beginning Learner	**Developing Learner**	**Proficient Learner**	**Distinguished Learner**
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for *post-secondary readiness*.	**Developing Learners demonstrate partial proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for *post-secondary readiness*.	**Proficient Learners demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared for the next grade level or course* and are on track for *post-secondary readiness*.	**Distinguished Learners demonstrate advanced proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared for the next grade level or course* and are well prepared for *post-secondary readiness*.
RANGE DESCRIPTORS			
A student who achieves the Beginning Learner level demonstrates minimal command of the grade-level standards, working with various grade-level texts.	A student who achieves the Developing Learner level demonstrates partial command of the grade-level standards, working with various grade-level texts.	A student who achieves the Proficient Learner level demonstrates proficiency of the grade-level standards, working with various grade-level texts.	A student who achieves the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards, working with various grade-level texts.
Big Idea: Context Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.			
10.T.C.1: Purposes & Audiences – Analyze the impact of purpose and audience on a wide variety of texts.			
• Determine a **text's** disciplinary, personal, or technical **purpose to aid comprehension.** • Describe the context or language of a text. • Construct multimodal texts and/or presentations for a specific purpose or audience using at least one feature of incorporated modes.	• Determine a **text's** disciplinary, personal, and/or technical **purposes to aid comprehension.** • • Explain the impact of context and/or language of a text on a text's reception by the audience. • Construct and self-evaluate multimodal texts and/or presentations for a specific purpose or audience using at least one feature of incorporated modes.	• Use knowledge of **texts'** distinct disciplinary, personal, or technical **purpose(s) to aid comprehension.** • Evaluate the impact of context and language on a text's reception by the audience. • Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.	• Consider **multiple texts** and determine their **shared purpose** to aid comprehension. • Consider two texts on a shared topic and evaluate the impact of context and language on the texts' reception by the audience.

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10.T.C.2: Authors & Speakers – Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.			
• Identify varying perspectives on a particular topic found across multiple texts. • Identify contexts (including historical and disciplinary) in text(s).	• Compare and contrast varying perspectives on a particular topic found across multiple texts, **explaining how** the text(s) **establish or develop a different perspective** to shape beliefs. • Identify overtly commercial influences on texts. • Describe how the provided context influences perspectives and/or the associated implications of text creation. • Identify a variety of credible sources to research the answer(s) to question(s) on a provided topic.	• Compare and contrast varying perspectives on a particular topic found across a variety of texts, **analyzing how texts establish and develop perspectives** to shape perceptions or beliefs. • Identify overtly commercial influences on texts in audiovisual and digital modes and platforms. • Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications of text creation. • Synthesize information from a variety of credible sources used to research the answer to a question on a provided research topic.	• Explain how multiple contexts (including historical and disciplinary) influence perspectives across time and the associated implications of text creation and **support explanation with textual evidence.**
Big Idea: Structure & Style Students analyze and use organizational structures and style to shape ideas and information.			
10.T.SS.1: Organization – Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.			
• Use a transition to enhance cohesion **in a paragraph.**	• Explain how a text's organizational structure meets the needs and expectations of the target audience or serves a specific purpose. • Determine the appropriate organizational structure for a provided mode, genre, purpose, and/or audience. • Use varied transitions **between ideas within a paragraph** to enhance cohesion. • Apply knowledge of text structure and organization to create part of a text by focusing on one of the following: ○ Craft a section of a text using a coherent structure.	• Analyze and evaluate the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience or serve a specific purpose. • Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. • Guide the audience through texts using varied transitions, including **between paragraphs,** to enhance cohesion. • Apply knowledge of text structure and organization to create part of a coherent and cohesive text by focusing on one of the following:	• Analyze and evaluate the effectiveness of a text's organizational structure in a text where inferences are necessary to determine how the author meets the needs and expectations of the target audience or serves a specific purpose. • Guide the audience through texts using varied transitions, including **between all paragraphs and text sections** to enhance cohesion across a text. • Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience;

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	○ Revise part of an introduction to guide the focus and capture the audience by addressing the research, question, purpose, and/or audience. ○ Use purposefully organized and developed supporting facts, reasons, explanations, details, descriptions and/or events to increase coherence in one section of the text. ○ Revise part of a conclusion to improve coherence.	○ Craft a plan for a complete text using a coherent structure. ○ Craft a complete introduction that guides the focus and captures the audience by addressing the research question, purpose, and audience. ○ Use purposefully organized and developed supporting facts, reasons, details, explanations, descriptions and/or events to increase coherence in multiple sections of the text. ○ Craft a complete conclusion that contributes to a coherent structure.	purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.
10.T.SS.2: Craft – Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.			
• Identify the figurative, connotative, or rhetorical language in text(s) that contributes to the development of meaning, tone, or mood. • Use **a literary device** to **create an effect** as appropriate for the provided purpose or audience. • Use formal style for a given purpose in a section of text.	• Describe the meaning of figurative, connotative, and/or rhetorical language when directly provided in text(s) when it contributes to the development of meaning, tone, or mood. • Use **literary devices**, figurative language, rhetorical language, and/or rhetorical appeals in a section of text as appropriate **to create an effect**, as appropriate to the intended purpose and/or audience. • Use formal style for a given purpose to establish credibility or tone **in sentence(s).**	• Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in text(s). • Use **literary devices**, figurative language, rhetorical language, and/or rhetorical appeals to **create a variety of effects**, as appropriate to the intended purpose and target audience. • Use formal style when speaking or writing to establish credibility and tone **in a section of text**.	• Use **literary devices**, figurative language, rhetorical language, and/or rhetorical appeals **to create a variety of effects throughout a text**, as appropriate to the intended purpose and target audience. • Use formal style when speaking or writing to establish credibility and tone **throughout an entire text.**

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Big Idea: Techniques Students evaluate and apply various techniques to comprehend and shape meaning.			
10.T.T.1: Narrative Techniques – Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes.			
• Identify narrative technique(s) (including archetypes, multiple perspectives, story structure, and/or symbolism) within a text. • Identify the author's use of plot structure, conflict, narrative devices and/or word structure within the text. • Identify **a text's** theme and describe how it is developed across a text. • Provide supportive textual evidence for theme(s) in text(s). • Identify within a literary work the theme, event pattern, or character type that is drawn from a different time period. • When provided two literary texts from different time periods, identify shared theme(s), event pattern(s), or character type(s). • Apply a narrative technique that establishes mood through setting to achieve a specific purpose, engage an audience, and enhance writing.	• Analyze the author's use of a provided narrative technique (e.g., archetype, perspective, story structure, symbolism) in a text. • Discuss how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. • Analyze how **a text's** theme has social relevance and is developed across a text. • Analyze how a theme is developed across a text and provide supportive textual evidence. • Explain how literary works draw on a provided theme, event pattern, or character type from different time periods. • Apply narrative technique(s) to develop a complex character who changes to achieve a specific purpose, engage an audience, and enhance writing.	• Evaluate how narrative techniques (e.g., archetypes, multiple perspectives, story structure, and symbolism) interact, using textual evidence. • Evaluate how plot structures, conflict, narrative devices, word choice, and other craft techniques are impacted by an author's purpose. • Analyze and evaluate how the social relevance of **a text's** theme is developed, providing both reasoning and supportive textual evidence. • Analyze how literary works draw on theme(s), event pattern(s), or character types from different time periods. • Apply narrative techniques (e.g., establish mood through setting, develop complex characters who change, use metaphors) to develop an idea or theme that achieves a specific purpose, engages an audience, and enhances writing.	• Analyze how narrative technique(s) are used in conjunction with other techniques (e.g., argumentative, expository) to develop ideas. • Analyze and evaluate how a common theme developed **across two texts** has social relevance**,** providing both reasoning and supportive textual evidence. • Apply narrative techniques in conjunction with other techniques (e.g., argumentative, expository) to engage the audience, achieve a specific purpose, and enhance writing.

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10.T.T.2: Expository Techniques - Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes.			
• Explain how an expository technique or organizational pattern is used. • Identify conflicting information or opposing viewpoints in text. • Apply an expository technique to develop a cohesive text organized in a way that clarifies the relationship between ideas. • Maintain a stated tone for an intended audience and purpose.	• Evaluate the effect of expository techniques and/or organizational patterns. • Evaluate main ideas in a text and support the main ideas with expository techniques (e.g., facts, statistics, key details, information from text features). • Describe conflicting information or opposing viewpoints found **in two texts**. • Apply expository techniques **within a paragraph** to develop a cohesive text organized in a way that clarifies the relationship between ideas. • Apply expository techniques to develop the topic with multiple and varied types of information.	• Evaluate expository techniques and organizational patterns and their effect. • Analyze clarity of information. • Analyze **two texts** with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. • Apply expository techniques **across two paragraphs** to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and/or adjusts tone for a variety of audiences and purposes. • Adjust tone for an intended audience and purpose.	• Evaluate expository techniques, organizational patterns, and their effect, and **support that evaluation with textual evidence**. • Analyze clarity of information and **support that analysis with textual evidence**. • Apply expository techniques strategically **throughout a text** to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and/or adjusts tone for a variety of audiences and purposes.
10.T.T.3: Argumentative Techniques – Evaluate and apply argumentative techniques to enhance text's appeal to audiences.			
• Recognize the argumentative technique an author uses (e.g., author's claim, supporting relevant and logical evidence, identified counterclaim, rebuttal, conclusion that logically follows the argument) to create meaning or a central idea. • Identify at least one rhetorical appeal in a text. • Apply **an argumentative technique** to develop an introduction or a logical conclusion.	• Explain how the author's use of argumentative technique(s) impacts the meaning or central idea of the text. • Recognize an argumentative technique and support the technique with relevant and logical evidence. • Describe the use of a rhetorical appeal. • Identify a **fallacy** in a text. • When provided an argumentative technique, **apply an additional technique** to enhance writing. • When provided a purpose, integrate a rhetorical device or an appeal.	• Evaluate how the author's use of argumentative technique(s) impacts the meaning or central idea of the text. • Analyze the use of rhetorical appeals throughout a text. • Identify **fallacies** in a text. • Apply argumentative techniques **across two paragraphs** to enhance writing and engage audiences. • Integrate multiple rhetorical devices or appeals strategically.	• Evaluate a variety of argumentative texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. • Identify **fallacies** in multiple texts. • Apply argumentative techniques **throughout a text** to enhance writing and engage audiences.

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10.T.T.4: Poetic Techniques – Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes.			
• Identify poetic technique(s) used to present or design content. • Identify the theme of poetic text(s).	• Evaluate **a poetic text** considering poetic technique(s) used to present and design content. • Evaluate poetic techniques used to develop meaning and/or theme(s) in poetic text(s). • Apply knowledge of a poetic technique or convention to create a poetic text for an intended purpose.	• Evaluate **poetic text(s),** considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. • Apply knowledge of various poetic techniques and conventions to create a poetic text for an intended purpose.	• Apply poetic techniques to engage the audience and achieve a specific purpose **in other text genres** (e.g., argumentative, expository).
Big Idea: Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.			
10.T.RA.1: Research & Inquiry – Conduct research, generating questions to guide investigations of complex topics of interest and using credible sources to support analyses.			
	• Generate questions to guide research, make connections between topics. • Use **one analytical finding** to answer a research question or support a thesis. • Paraphrase, summarize, or quote material.	• Generate questions to guide research, make connections between topics, explore solutions, narrow focus, and/or refine text creation. • Use **multiple analytical findings** to support a research question or thesis. • Integrate paraphrased, summarized, and/or quoted material into original texts for intended purposes that strengthen the writing*, citing the sources of ideas in Modern Language Association (MLA).*	• Integrate **two or more** paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing*, citing the sources of ideas in Modern Language Association (MLA).*
10.T.RA.2: Curating Sources & Evidence – Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.			
• Follow a **standard** format for citation when integrating textual evidence.	• Use **a print or digital source** to locate relevant information about **a central argument**, topic, or question. • Using information from a **source**, identify misconception(s), conflicting information or perspective(s), or author bias.	• Navigate and use **a variety of credible print and digital sources,** including from academic databases, to locate relevant information about **a central argument**, topic, or question. • Analyze information from a **variety of sources** by identifying	• Navigate and use **a variety of credible print and digital sources**, including from academic databases, to locate relevant information about **multiple central arguments**, topics, or questions.

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	• **Follow Modern Language Association** (MLA) guidelines **when citing textual evidence**.	misconceptions, conflicting information or perspectives. • Analyze information from a source by identifying author bias and verifying the validity, relevancy, and accuracy of the information being considered. **Follow Modern Language Association (MLA)** guidelines when **integrating and citing textual evidence** or **creating a Works Cited entry** for a source.	
Big Idea: Periods & Movements Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.			
10.T.PM.1: Periods & Movements – Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.			
	• Identify an archetypal story, myth, event, or figure. • Identify a theme, style, or aspect of context in a text that draws upon **a time period** of English or American literary history.	• Explain how a modern author adapts an archetypal story, myth, event, or figure to new purposes and circumstances. • Examine major authors and works of **a period** of English or American literary history, including key themes and stylistic features.	• Examine major authors and works of **two periods** of English or American literary history, including key themes and stylistic features.
Big Idea: Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.			
10.L.GC.1: Grammar, Usage, & Mechanics – Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.			
• Use ellipses appropriately. • Use hyphens with appropriate affixes and compound words. • Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. • Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).	• Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. • Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. • Use tenses and aspects to indicate the mood of a verb. • Use colons to introduce quotations.	• Use dashes appropriately. • Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	

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• Use colons to introduce lists, examples, and explanations.			
10.L.GC.2: Syntax – Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.			
• Recognize parallel structure.	• **Compose a paragraph** with varied syntax. • **Compose a paragraph** with varied sentences that maintain consistency of verb tenses. • Use active voice in a sentence. • Determine when a sentence within a text should be revised to expand and enrich ideas and information by incorporating details and descriptions. • Use parallel structure by combining sentences to create symmetry.	• Apply understandings of syntax to comprehend, analyze, and evaluate a wide variety of texts, including analyzing instances of parallel structure. • **Compose a section of text** using varied syntax and reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and moods. • Maintain consistent use of active voice in a section of text for deliberate effect. • Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. • Recognize and use parallel structure within a paragraph to create symmetry and convey a congruence of ideas.	• Strategically **compose a text** using varied syntax, reshaping sentences for effect while maintaining consistency of verb tenses, aspects, and mood. • Maintain consistent use of active voice **throughout a text** for deliberate effect.
Big Idea: Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.			
10.L.V.1: General, Academic, & Vocabulary – Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.			
		• Acquire a range of general, academic, disciplinary, technical, and/or professional vocabulary through **grade-level** print, digital, and/or multimodal texts or content. • Use grade-level general, academic, disciplinary, technical, and/or professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.	• Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate **when constructing a text**.

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10.L.V.2: Word Analysis – Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and to communicate effectively for a variety of purposes.			
	• Deconstruct word(s) to determine or clarify meaning using etymology knowledge when the tested Greek and Latin root, root word, or affix **was previously introduced**. • Construct a **word** using a Greek or Latin root or root word and an affix.	• Deconstruct word(s) to determine or clarify meaning using etymology knowledge when the tested Greek and Latin root, root word, or affix is at grade-level. • Determine the meanings of words and phrases in context by analyzing the function of parts of speech. • Construct and use **words** based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. • Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts.	
10.L.V.3: Meaning & Purpose - Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.			
	• Analyze relationships between words **within a sentence** to determine connotative and denotative meanings for words and/or phrases. • Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of **unknown words**.	• Analyze relationships between words **beyond a sentence** to determine connotative and denotative meanings for words and/or phrases. • Analyze the nuances in connotative meaning of words that share a similar denotation. • Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of **multiple-meaning words and phrases**. • Make language decisions when writing by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.	• Analyze relationships between words **throughout a text** to determine connotative and denotative meanings for sophisticated words and/or phrases. • Make strategic language decisions when writing by determining, clarifying, and verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.

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