

Theory of Action: Academic standards represent a collective commitment around what students should learn each year. The state assessment asks students to demonstrate their knowledge, skills, and understanding related to these standards using a common measure. The resulting data allows us to see patterns in performance that should guide school and district improvement, helping identify areas of strength and opportunity.

Role of Performance Level Descriptors in Defining Proficiency: Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. *Academic proficiency represents a range of observable student performance characteristics.* There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

Proficiency and Difficulty: A student’s ability to demonstrate proficiency is influenced by the complexity of the texts or stimuli presented, tasks they’re asked to complete, and the contexts in which they are engaged. As student performance improves, students are typically able to handle more challenging texts/stimuli, tasks, and contexts, and are able to demonstrate their skills and knowledge more accurately and consistently.

***Thorough** - Complete, detailed, and covering all aspects of something with great attention to detail.

***Accurate** - Free from errors, correct, and precise in details or measurements.

***Inconsistent** - Lacking uniformity, contradictory, or not staying the same over time.

***Inaccurate** - Containing errors, incorrect, or not precise.

Reading Literary Text *Student performance indicates the ability to...*

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 3.1	<u>Inaccurately</u> demonstrate understanding of text and inaccurately answer explicitly stated questions as a basis for the answers.	<u>Inconsistently</u> demonstrate the understanding of text and inconsistently answer explicitly stated questions as a basis for the answers.	<u>Accurately</u> demonstrate the understanding of text and accurately answer explicitly stated questions as a basis for the answers.	<u>Thoroughly</u> demonstrate the understanding of text and <u>thoroughly</u> answer explicitly stated questions as a basis for the answers with some inference.
RL 3.2	<u>Inaccurately</u> recount parts or all of a story and identify a message, lesson, or moral. <u>Inaccurately</u> explain how it is conveyed <u>without</u> key details from the text.	<u>Inconsistently</u> recount parts or all of a story and determine the central message, lesson, or moral as it is conveyed and may <u>inconsistently</u> use key details from the text.	<u>Accurately</u> recount stories and determine the central message, lesson, or moral. Explain how it is conveyed through <u>accurate</u> use of key details from the text.	<u>Thoroughly</u> maintain sequential recounting of stories. <u>Comprehensively determine</u> the central message, lesson, or moral and explain how it is conveyed by <u>thorough</u> use of key details from the text.
RL 3.3	<u>Inaccurately identify</u> story characters and their traits, motivations, and/or feelings. <u>Inaccurately</u> explain how these actions contribute to the sequential events in a story.	<u>Inconsistently</u> describe story characters and their traits, motivations, and/or feelings. <u>Inconsistently</u> explain how these actions contribute to the sequential events in a story.	<u>Accurately</u> describe story characters and their traits, motivations, and/or feelings. <u>Accurately</u> explain how these actions contribute to the sequential events in a story.	<u>Thoroughly</u> describe story characters and their identifying traits, motivations, and/or feelings. <u>Thoroughly</u> explain, with some inference, how these actions contribute to the sequential events in a story.

Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a prose-constructed response. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 3.5	<u>Inaccurately</u> identify parts of stories, dramas, and/or poems. Identify a chapter, scene, or stanza, but <u>inaccurately</u> describe how each part relates to another.	<u>Inconsistently</u> describe parts of stories, dramas, and/or poems to identify how some related parts (e.g., chapter, scene, and stanza) are connected.	<u>Accurately</u> refer to parts of stories, dramas, and/or poems to describe how each successive part (e.g., chapter, scene, and stanza) builds on earlier sections.	<u>Thoroughly</u> explain parts of stories, dramas, and/or poems to describe the purpose of each successive part (e.g., chapter, scene, and stanza) and how they build on earlier sections.
RL3.6	<u>Inaccurately</u> identify a difference between personal point of view and that of the narrator or of the characters.	<u>Inconsistently</u> identify differences between personal point of view and that of the narrator or of the characters.	<u>Accurately</u> distinguish a personal point of view from that of the narrator or of the characters.	<u>Thoroughly</u> distinguish a personal point of view from those of the narrator or of the characters using textual evidence.
RL 3.7	<u>Inaccurately</u> identify details from an illustration and how they relate to the text.	<u>Inconsistently</u> distinguish details in an illustration from other details in the text.	<u>Accurately</u> explain how specific details in an illustration contribute to the text's meaning (e.g., create mood, emphasize aspects of a character or setting).	<u>Thoroughly</u> explain how a variety of specific details in an illustration contribute to the text's meaning, (e.g., create mood, emphasize aspects of a character or setting), including some inferences.
RL 3.9	<u>Inaccurately</u> identify a basic similarity and/or difference between themes, settings, or plots of stories and <u>inaccurately</u> demonstrate how they relate to the same or similar characters.	<u>Inconsistently</u> compare or contrast the themes, settings, and/or plots of stories and <u>partially</u> demonstrate how they relate to the same or similar characters.	<u>Accurately</u> compare and contrast the themes, settings, and/or plots of stories and how they relate to the same or similar characters.	<u>Thoroughly</u> compare and contrast the themes, settings, and/or plots of stories making connections about how they influence the same or similar characters.

Reading Informational Text <i>Student performance indicates the ability to...</i>				
Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 3.1	<u>Inaccurately</u> demonstrate understanding of a text and <u>inaccurately</u> answer explicitly stated questions as a basis for the answers.	<u>Inconsistently</u> demonstrate understanding of text and <u>inconsistently</u> answer explicitly stated questions as a basis for the answers.	<u>Accurately</u> demonstrate understanding of text and <u>accurately</u> answer explicitly stated questions as a basis for the answers.	<u>Thoroughly</u> demonstrate understanding of text and <u>thoroughly</u> answer explicitly stated questions as a basis for the answers with some inference.
RI 3.2	<u>Inaccurately</u> recount text using <u>limited</u> details to support the main idea.	<u>Inconsistently</u> recount text using key details to determine how they explain and support the main idea.	<u>Accurately</u> recount text using key details to determine how they explain and support the main idea.	<u>Thoroughly</u> maintain sequential recounting of text using key details to determine how they explain and support the main ideas.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 3.3	<u>Inaccurately</u> identify a relationship between historical events, scientific ideas, concepts, or steps in technical procedures in a text lacking language that pertains to time, sequence, and/or cause/effect.	<u>Inconsistently</u> describe the relationships between historical events, scientific ideas, concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and/or cause/effect.	<u>Accurately</u> describe the relationships between historical events, scientific ideas, concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and/or cause/effect.	<u>Thoroughly</u> interpret the relationships between historical events, scientific ideas, concepts, and/or steps in technical procedures in a text using language that pertains to time, sequence, and/or cause/effect with <u>depth</u> and <u>clarity</u> .
RI 3.5	<u>Inaccurately</u> identify a text feature and may not connect it to information relevant to a given topic.	<u>Inconsistently</u> identify text features and locate information relevant to a given topic.	<u>Accurately</u> use text features to <u>efficiently</u> locate information relevant to a given topic.	<u>Thoroughly</u> use text features to locate and evaluate information relevant to a given topic with <u>precision</u> and <u>efficiency</u> .
RI 3.6	<u>Inaccurately</u> identify a personal opinion or the author's point of view, <u>inaccurately</u> distinguishing between the two.	<u>Inconsistently</u> distinguishes between personal point of view and the author's with <u>limited</u> explanation of the difference.	<u>Accurately</u> distinguish personal point of view from that of the author, providing <u>examples</u> or <u>reasoning</u> to explain the difference.	<u>Thoroughly</u> evaluate the differences between personal point of view and the author's, providing <u>insights</u> about how and <u>why</u> points of view may differ.
RI 3.7	<u>Inaccurately</u> identify and use basic information from illustrations and text to explain where, when, why, and how <u>parts</u> of key events occur, demonstrating <u>minimal</u> understanding of the text.	<u>Inconsistently</u> identify and use basic information from illustrations and text to explain where, when, why, and how <u>parts</u> of key events occur, demonstrating <u>partial</u> understanding of the text.	<u>Accurately</u> use information from illustrations and text to clearly explain where, when, why, and how key events occur, demonstrating an <u>accurate</u> understanding of the text.	<u>Thoroughly</u> integrate detailed information from illustrations and text to provide <u>thorough</u> explanations of where, when, why, and how key events occur.
RI 3.8	<u>Inaccurately</u> recognize logical connections between sentences or paragraphs (e.g., comparison, cause/effect, or sequence) with <u>minimal</u> understanding or support.	<u>Inconsistently</u> identify logical connections between sentences or paragraphs (e.g., comparison, cause/effect, or sequence) with <u>partial</u> understanding or support.	<u>Accurately</u> describe logical connections between sentences and paragraphs (e.g., comparison, cause/effect, or sequence) using <u>specific examples</u> from the text.	<u>Thoroughly</u> explain complex or logical connections between sentences and paragraphs (e.g., comparison, cause/effect, or sequence), providing <u>detailed insights</u> into how they contribute to the <u>overall</u> meaning of the text.
RI 3.9	<u>Inaccurately</u> recognize one or two points or details from two texts on the same topic, <u>inaccurately</u> identifying similarities or differences.	<u>Inconsistently</u> identify similarities or differences between important points or key details in two texts on the same topic with <u>inconsistent</u> understanding or support.	<u>Accurately</u> compare and contrast the most important points and key details presented in two texts on the same topic using <u>specific examples</u> when supporting explanations.	<u>Thoroughly</u> compare and contrast the most important points and key details presented in two texts on the same topic, providing <u>well-supported</u> explanations.

Written Expression *Student performance indicates the ability to...*

*Numeric order changed to improve spacing

Claim 4*	Below Proficient	Approaching Proficient	Proficient	Above Proficient
W3.1- W3.10	<p>Development of Ideas:</p> <p>Minimally address a prompt with <u>limited</u> or <u>unclear</u> development of the topic and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue) by using <u>limited</u> reasoning <u>unsupported</u> by text-based evidence. Details and descriptions are <u>vague</u> or <u>incomplete</u>; the response may <u>not fully</u> consider the task, purpose, or audience.</p> <p>Organization:</p> <p>Demonstrate <u>minimal</u> coherence and lack clarity or cohesion with an introduction and/or conclusion that may be <u>missing</u>, <u>unclear</u>, or <u>underdeveloped</u>.</p> <p>Clarity of Language:</p> <p>Demonstrate <u>minimal</u> command of language <u>inaccurately</u> explaining, describing, and/or comparing ideas with <u>limited</u> or <u>unclear</u> use of concrete words, sensory details, linking or transitional words, and/or domain-specific vocabulary.</p>	<p>Development of Ideas:</p> <p>Partially address a prompt with <u>some</u> development of the topic and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue) by using <u>some</u> logical reasoning supported by text-based evidence, details, and/or descriptions, though the development may be <u>uneven</u> or only <u>somewhat appropriate</u> to the task, purpose, and audience.</p> <p>Organization:</p> <p>Demonstrate <u>inconsistent</u> coherence, clarity, and cohesion with <u>some</u> organization and connections between ideas. Include an introduction and/or conclusion that may only be <u>partially</u> effective.</p> <p>Clarity of Language:</p> <p>Demonstrate <u>partial</u> command of language <u>inconsistently</u> explaining, describing, and/or comparing ideas using <u>some</u> concrete words, sensory details, linking or transitional words, and/or domain-specific vocabulary.</p>	<p>Development of Ideas:</p> <p>Address a prompt and provide <u>effective</u> and <u>comprehensive</u> development of the topic and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue) by using <u>clear</u>, <u>logical</u> reasoning supported by text-based evidence, details, and/or description; the development is <u>consistently appropriate</u> to the task, purpose, and audience.</p> <p>Organization:</p> <p>Demonstrate <u>effective</u> coherence, clarity, and cohesion with <u>well-organized</u> ideas that are <u>logically</u> connected and easy to follow. Include an <u>effective</u> introduction and conclusion.</p> <p>Clarity of Language:</p> <p>Demonstrate an <u>effective</u> command of language <u>accurately</u> explaining, describing, and/or comparing ideas, <u>effectively</u> using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary.</p>	<p>Development of Ideas:</p> <p>Address all aspects of a prompt with <u>thorough</u> development of the topic and/or narrative elements, (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters’ personalities; and using dialogue) by using <u>thorough</u> reasoning supported by text-based evidence, <u>rich</u> and <u>well-chosen</u> details, and/or <u>vivid</u> descriptions that demonstrate a <u>deep</u> understanding of the task, purpose, and audience.</p> <p>Organization:</p> <p>Demonstrate <u>thorough</u> coherence, clarity, and cohesion with ideas that are <u>seamlessly organized</u>, logically connected, and presented in a <u>fluid</u> and <u>highly engaging</u> manner. Include an <u>engaging</u> and <u>well-crafted</u> introduction and conclusion that <u>effectively</u> support the task and purpose.</p> <p>Clarity of Language:</p> <p>Demonstrate a <u>thorough</u> command of language <u>effectively</u> explaining, describing, and/or comparing ideas. <u>Skillfully</u> use <u>vivid</u> and <u>precise</u> concrete words, sensory details, seamless linking and transitional words, and <u>well-integrated</u> domain-specific vocabulary to <u>enhance clarity</u> and <u>depth</u> of ideas.</p>

Knowledge of Written Language and Conventions *Student performance indicates the ability to...*

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
L3.1-3 L 3.6 W3.1	Demonstrate a <u>minimal</u> command of the conventions of Standard English, producing incoherent meaning. Frequent and <u>varied</u> errors <u>impede</u> understanding regarding the following: <ul style="list-style-type: none"> Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). Grammar (e.g., subject-verb agreement, irregular verbs, plural nouns, conjunctions). Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	Demonstrate an <u>inconsistent</u> command of the conventions of Standard English producing <u>partially</u> clear meaning. Errors <u>often impede</u> understanding regarding the following: <ul style="list-style-type: none"> Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). Grammar (e.g., subject-verb agreement, irregular verbs, plural nouns, conjunctions). Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	Demonstrate an <u>accurate, grade-level</u> command of the conventions of Standard English, producing clear meaning. Errors <u>seldom</u> impede understanding regarding the following: <ul style="list-style-type: none"> Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). Grammar (e.g., subject-verb agreement, irregular verbs, plural nouns, conjunctions). Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	Demonstrate a <u>thorough, above grade-level</u> command of the conventions of Standard English, producing clear meaning. Errors <u>do not</u> impede understanding regarding the following: <ul style="list-style-type: none"> Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). Grammar (e.g., subject-verb agreement, irregular verbs, plural nouns, conjunctions). Usage (e.g., varied conjunctions, sentence structure, and sentence types).

Reading Vocabulary *Student performance indicates the ability to...*

*Numeric order changed to improve spacing

Claim 3*	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 3.4, RI 3.4, L 3.4, L3.5, L3.6	<u>Inaccurately</u> identify contextual meaning of words and phrases based on context clues or provide <u>inaccurate</u> evidence to support meaning (e.g., roots and affixes, figurative language, synonyms and antonyms).	<u>Inconsistently</u> determine contextual meaning of words and phrases based on context clues or <u>inconsistently</u> provide accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).	<u>Accurately</u> interpret the contextual meaning of words and phrases using context clues and provide accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).	<u>Thoroughly</u> infer contextual meaning of both <u>literal and figurative</u> words and phrases using context clues and provide <u>multiple pieces</u> of accurate evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).