

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.

Claim 1: Reading Literary Textⁱ

<p>Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u>:</p>	<ul style="list-style-type: none"> • Show understanding of a text by answering explicit questions about explicit meaning. • Retell stories sequentially and determine the central message using key details. • Describe characters’ traits, motivations, and feelings, explaining how their actions shape events.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> • Explain how parts of a story, drama, or poem (e.g., chapters, scenes, stanzas) build on each other.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> • Distinguish personal views from those of the narrator or characters using textual evidence. • Explain how illustration details enhance meaning, mood, or character/setting aspects. • Compare and contrast themes, settings, and plots, noting their impact on the characters.
<p>Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u>:</p>	

Claim 2: Reading Informational Textⁱⁱ

<p>Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u>:</p>	<ul style="list-style-type: none"> • Show understanding of a text by answering explicit questions with explicit details. • Recount a text using key details to explain and support the main idea. • Describe relationships between events, ideas, or steps using time, sequence, or cause/effect language.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> • Use text features to efficiently find relevant information. • Distinguish personal views from the author’s, providing examples or reasoning to explain the differences.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> • Use illustrations and text to explain where, when, why, and how key events occur. • Describe logical connections between sentences and paragraphs using text examples. • Compare and contrast key points and/or details in two texts on the same topic with supporting explanations.
<p>Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u>:</p>	

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 3: Reading Vocabulary (In both literary and informational texts)ⁱⁱⁱ

Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none">Interpret the contextual meaning of words and phrases using context clues and provide evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).
Level 3: Proficient Student performance indicates the ability to <u>accurately</u> :	
Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u> :	
Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u> :	

Claim 4: Written Expression (Using both literary and informational prompts)^{iv}

Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none">Address a prompt and provide development of a 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 reasoning supported by text-based evidence, details, and/or description. The development is appropriate to the task, purpose, and audience.Demonstrate coherence, clarity, and cohesion with well-organized ideas that are logically connected and easy to follow. Include an effective introduction and conclusion.Demonstrate command of language accurately explaining, describing, and/or comparing ideas using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary.
Level 3: Proficient Student performance indicates the ability to <u>accurately</u> :	
Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u> :	
Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u> :	

Claim 5: Knowledge of Written Language and Conventions^v

Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none">Demonstrate command of the conventions of Standard English at an appropriate level of complexity. This includes mechanics (e.g., punctuation, capitalization, and spelling), grammar, and usage, and the extent to which the conventions impact whether the meaning is clear.
Level 3: Proficient Student performance indicates the ability to <u>accurately</u> :	
Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u> :	
Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u> :	

ⁱ Includes standards RL 3.1, RL 3.2, RL 3.3, RL 3.5, RL 3.6, RL 3.7, RL 3.9

ⁱⁱ Includes standards RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7, RI 3.8, RI 3.9

ⁱⁱⁱ Includes standards RL 3.4, RI 3.4, L 3.4, L 3.5, L 3.6

^{iv} Includes standards W 3.1, W 3.2, W 3.3, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8, W 3.9, W 3.10

^v Includes standards L 3.1, L 3.2, L 3.3, L 3.6, W 3.1