

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 4.1	<u>Inaccurately</u> use details and/or examples to identify <u>explicit</u> evidence, while making <u>inaccurate inferences</u> from the text.	<u>Inconsistently</u> use details and/or examples to identify <u>explicit</u> evidence, while making <u>partial inferences</u> from the text.	<u>Accurately</u> use details and examples to identify <u>explicit and implicit</u> evidence to determine meaning.	<u>Thoroughly</u> use details and examples to identify <u>explicit and implicit</u> evidence to determine meaning.
RL 4.2	Identify an <u>inaccurate</u> or <u>vague</u> theme of a story, drama, or poem by using <u>limited</u> details from the text; <u>inaccurately</u> summarize the text, including unrelated events.	<u>Inconsistently</u> determine a theme of a story, drama, or poem from details in the text; <u>partially</u> summarize the text but may include unrelated events.	<u>Accurately</u> determine a theme of a story, drama, or poem from details in the text; <u>accurately</u> summarize the main events in the text.	<u>Thoroughly</u> demonstrate a <u>clear</u> understanding of a theme of a story, drama, or poem from details in the text; <u>comprehensively</u> summarize the main events in the text.
RL 4.3	<u>Inaccurately</u> describe a character, setting, or event in a story or drama using some <u>vague</u> or <u>unrelated</u> details from the text (e.g., a character’s thoughts, words, or actions).	<u>Inconsistently</u> describe a character, setting, or event in a story or drama using <u>some</u> key details (e.g., a character’s thoughts, words, or actions).	<u>Accurately</u> describe a character, setting, or event in a story or drama in depth, <u>accurately</u> using specific details in the text (e.g., a character’s thoughts, words, or actions).	<u>Thoroughly</u> demonstrate understanding of a character, setting, or event in a story or drama, providing a <u>thorough</u> description with a <u>variety</u> of key details and connections from the text (e.g., a character’s thoughts, words, or actions).

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 4.5	<u>Inaccurately</u> identify the differences between poems, drama, and prose <u>without</u> relevant examples that demonstrate an understanding of structural elements.	<u>Inconsistently</u> explain minor differences between poems, drama, and prose using examples that demonstrate an <u>incomplete</u> understanding of each form (e.g., explaining the structural elements of verse, rhythm, or meter in poetry).	<u>Accurately</u> explain the major differences between poems, drama, and prose using examples that demonstrate understanding of each form (e.g., explaining the structural elements of verse, rhythm, or meter in poetry).	<u>Thoroughly</u> explain the major and minor differences between poems, drama, and prose using examples that demonstrate a <u>thorough</u> understanding of each form (e.g., explaining the structural elements of verse, rhythm, or meter in poetry).
RL 4.6	<u>Inaccurately</u> compare or contrast the difference between first- and third-person narration with an <u>inaccurate</u> understanding of point of view.	<u>Inconsistently</u> compare and/or contrast the difference between first- and third-person narration with a <u>partial</u> understanding of point of view.	<u>Accurately</u> compare and contrast the difference between first- and third-person narration with an <u>accurate</u> understanding of how points of view influence events.	<u>Thoroughly</u> compare and contrast differences between first and third-person narration. Demonstrate <u>thorough</u> understanding of how points of view shape events.
RL 4.7	<u>Inaccurately</u> make a connection between the text and a visual or oral presentation of the text, <u>inaccurately</u> identifying where <u>one</u> version reflects descriptions or directions in the text.	<u>Inconsistently</u> make connections between the text and a visual or oral presentation of the text, <u>inconsistently</u> identifying where <u>one</u> version reflects descriptions and directions in the text.	<u>Accurately</u> make connections between the text and a visual or oral presentation of the text, <u>identifying</u> where <u>each</u> version reflects specific descriptions and directions in the text.	<u>Thoroughly</u> make connections between the text and a visual or oral presentation of the text, <u>analyzing</u> where <u>each</u> version reflects specific descriptions and directions in the text.
RL 4.9	<u>Inaccurately</u> compare or contrast similar themes, topics, and/or events in stories, myths, or traditional literature from different cultures.	<u>Inconsistently</u> compare and contrast similar themes, topics, and/or events in stories, myths, or traditional literature from different cultures.	<u>Accurately</u> compare and contrast similar themes, topics, and <u>patterns</u> of events in stories, myths, or traditional literature from different cultures.	<u>Thoroughly</u> compare and contrast similar themes, topics, and <u>thoroughly</u> explain <u>patterns</u> of events in stories, myths, or traditional literature from different cultures using key details to support explanation.

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

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 4.1	<u>Inaccurately</u> use details and/or examples to identify <u>explicit</u> evidence, while making inaccurate inferences from the text.	<u>Inconsistently</u> use <u>details and/or examples to</u> identify <u>explicit</u> evidence, while making <u>partial</u> inferences from the text.	<u>Accurately</u> use details and examples to identify explicit and implicit evidence to determine meaning.	<u>Thoroughly</u> use details and examples to identify explicit and implicit evidence to determine meaning.
RI 4.2	<u>Inaccurately</u> determine the main idea using <u>irrelevant</u> details. <u>Inaccurately</u> summarize the text and may include unrelated details.	<u>Inconsistently</u> determine the main idea using vague details. <u>Inconsistently</u> summarize the main ideas and may include unrelated details.	<u>Accurately</u> determine the main idea and explain how it is supported by key details. <u>Accurately</u> summarize the main ideas excluding irrelevant details.	<u>Thoroughly</u> determine the main idea(s) and explain how it is supported by key details. <u>Comprehensively</u> summarize the main ideas excluding irrelevant details.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 4.3	<u>Inaccurately</u> identify basic events, procedures, ideas, or concepts from the text without addressing what happened or why.	<u>Inconsistently</u> determine basic events, procedures, ideas, or concepts from the text but may not fully explain what happened or why.	<u>Accurately</u> explain events, procedures, ideas, or concepts from the text, explaining what happened and why using specific information from the text.	<u>Thoroughly</u> explain events, procedures, ideas, or concepts from the text, demonstrating a thorough understanding of what happened and why using specific information from the text to make connections between ideas.
RI 4.5	<u>Inaccurately</u> identify a simple element of structure (e.g., steps in a procedure) in a part of a text.	<u>Inconsistently</u> describe the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) in a text or part of a text.	<u>Accurately</u> describe the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) in a text or part of a text.	<u>Thoroughly</u> describe specific text structures (e.g., chronology, comparison, cause/effect, problem/solution) throughout a text.
RI 4.6	<u>Inaccurately</u> compare or contrast a feature of a firsthand and secondhand account of the same event or topic.	<u>Inconsistently</u> compare or contrast features of a firsthand and secondhand account of the same event or topic.	<u>Accurately</u> compare and contrast the differences in focus and information provided between a firsthand and secondhand account of the same event or topic.	<u>Thoroughly</u> compare and contrast how the differences in focus, perspective, and information influence the reader's understanding and interpretation of the same event or topic.
RI 4.7	<u>Inaccurately</u> identify the information of the text. <u>Inaccurately</u> make a connection among different types of information (e.g., in charts, graphs, diagrams, timelines, or animations) and the text.	<u>Inconsistently</u> interpret the information of the text. <u>Inconsistently</u> make connections among different types of information (e.g., in charts, graphs, diagrams, timelines, or animations) and the text.	<u>Accurately</u> interpret information (e.g., in charts, graphs, diagrams, timelines, or animations) of the text. <u>Accurately</u> explain how the information contributes to understanding of the text.	<u>Thoroughly</u> interpret information (e.g., in charts, graphs, diagrams, timelines, or animations). <u>Thoroughly</u> analyze how the information enhances understanding of the text.
RI 4.8	<u>Inaccurately</u> identify an author's point without evidence to support it.	<u>Inconsistently</u> identify reasons and evidence that relate to an author's point.	<u>Accurately</u> explain how reasons and evidence support the author's points.	<u>Thoroughly</u> analyze how an author uses <u>specific</u> reasons and evidence to <u>effectively</u> support particular points.
RI 4.9	<u>Inaccurately</u> identify information from two texts about the same topic, demonstrating <u>inaccurate</u> knowledge about the topic.	<u>Inconsistently</u> integrate information from two texts, about the same topic, demonstrating <u>partial</u> knowledge about the topic.	<u>Accurately</u> integrate information from two texts about the same topic, demonstrating <u>accurate</u> understanding about the topic.	<u>Thoroughly</u> synthesize information from two or more texts about the same topic, conveying knowledge about the topic with <u>accuracy</u> and <u>insight</u> .

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

*Numeric order changed to improve spacing

Claim 4*	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<p>W4.1- W4.10</p>	<p>Development of Ideas: 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)</p> <p>Organization: Demonstrate <u>minimal</u> coherence, clarity, and 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: Demonstrate <u>minimal</u> command of language <u>inaccurately</u> explaining, describing, and/or comparing and/or analyzing 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: 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) 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: 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: 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: 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) 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: 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: Demonstrate an <u>effective</u> command of language <u>accurately</u> explaining, describing, and/or comparing and/or analyzing ideas using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary.</p>	<p>Development of Ideas: 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) 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: 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: Demonstrate a <u>thorough</u> command of language <u>effectively</u> explaining, describing, and/or comparing and/or analyzing 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
L4.1-L4.3 L4.6, W4.1	<p>Demonstrate a <u>minimal</u> command of the conventions of Standard English, producing incoherent meaning. <u>Frequent</u> and <u>varied</u> errors <u>impede</u> understanding regarding the following:</p> <ul style="list-style-type: none"> • Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). • Grammar (e.g., verb tenses, relative adverbs and pronouns, modal auxiliaries, and prepositional phrases). • Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	<p>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:</p> <ul style="list-style-type: none"> • Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). • Grammar (e.g., verb tenses, relative adverbs and pronouns, modal auxiliaries, and prepositional phrases). • Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	<p>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:</p> <ul style="list-style-type: none"> • Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). • Grammar (e.g., verb tenses, relative adverbs and pronouns, modal auxiliaries, and prepositional phrases). • Usage (e.g., varied conjunctions, sentence structure, and sentence types). 	<p>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:</p> <ul style="list-style-type: none"> • Mechanics, such as spelling, capitalization, and punctuation (e.g., commas and quotation marks). • Grammar (e.g., verb tenses, relative adverbs and pronouns, modal auxiliaries, and prepositional phrases). • 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 4.4, RI 4.4, L4.4-4.6	<p><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).</p>	<p><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).</p>	<p><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).</p>	<p><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).</p>