

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 5.1	<u>Inaccurately</u> use quotes to identify what the text says explicitly and lacks inferences from the text.	<u>Inconsistently</u> use quotes to describe what the text says explicitly and to make partially accurate inferences from the text.	<u>Accurately</u> use quotes to explain what the text says explicitly and to make inferences from the text.	<u>Thoroughly</u> use quotes to support analysis within a text, using explicit information to make accurate inferences from the text.
RL 5.2	Identify an <u>inaccurate</u> or vague theme from a story, drama, or poem using a detail from the text; minimally demonstrate understanding of characters or speakers and their motives. <u>Inaccurately</u> summarize the text, including minor events unrelated to the text plot.	<u>Inconsistently</u> determine a theme from a story, drama, or poem using some details in the text; partially demonstrate understanding of characters or speakers and their motives. <u>Partially</u> summarize the text but may include minor events unrelated to the text.	<u>Accurately</u> determine a theme from a story, drama, or poem using details in the text; adequately demonstrate understanding of characters or speakers and their motives. <u>Accurately</u> summarize the main events in the text.	<u>Thoroughly</u> demonstrate a clear understanding of a theme from a story, drama, or poem using details in the text; demonstrate clear understanding of characters or speakers and their motives. <u>Comprehensively</u> summarize the main events in the text.

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 5.3	<u>Inaccurately</u> compare or contrast characters, settings, or events in a story or drama using vague or unrelated detail from the text (e.g., a character’s thoughts, words, or actions).	<u>Inconsistently</u> compare or contrast characters, settings, or events in a story or drama using some specific details from the text (e.g., a character’s thoughts, words, or actions), but may be missing important connections.	<u>Demonstrate</u> an accurate understanding of two or more characters, settings, or events in a story or drama by comparing and contrasting them, incorporating specific details from the text (e.g., a character’s thoughts, words, or actions).	<u>Demonstrate</u> a thorough understanding of two or more characters, settings, or events in a story or drama by comparing and contrasting them in rich detail, incorporating a variety of specific details from the text (e.g., a character’s thoughts, words, or actions).
RL 5.5	<u>Inaccurately</u> identify similarities between chapters, scenes, or stanzas; provide <u>minimal</u> description of the structure of a particular section of story, drama, or poem.	<u>Inconsistently</u> describe similarities between chapters, scenes, or stanzas; provide <u>some</u> description of the structure of a particular section of story, drama, or poem.	<u>Accurately</u> explain how chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	<u>Thoroughly</u> explain how chapters, scenes, or stanzas fit together to shape the overall structure of a particular story, drama, and/or poem.
RL 5.6	<u>Inaccurately</u> describe how a narrator or speaker’s point of view influences the description of an event(s).	<u>Inconsistently</u> describe how a narrator or speaker’s point of view influences the description of events.	<u>Accurately</u> describe how a narrator or speaker’s point of view influences the description of events.	<u>Thoroughly</u> describe how a narrator or speaker’s point of view shapes understanding of events, incorporating a variety of specific details from the text.
RL 5.7	<u>Inaccurately</u> identify a visual or multimedia element, lacking explanation or details to show understanding.	<u>Inconsistently</u> analyze how visual and multimedia elements contribute to the meaning of a text, providing a minimal explanation of how elements relate.	<u>Accurately</u> analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text, providing an explanation of how elements connect.	Provide a <u>thorough</u> , nuanced, and insightful analysis of how visual and multimedia elements contribute to the meaning, tone, or beauty of a text, providing a detailed explanation of how elements interact.
RL 5.9	<u>Inaccurately</u> identify a similarity or a difference in an approach to a shared theme or topic from stories in the same genre.	<u>Inconsistently</u> compare or contrast approaches to similar themes or topics in stories from the same genre providing vague details that may not demonstrate understanding	<u>Accurately</u> compare and contrast approaches to similar themes or topics in stories in the same genre. Accurately explain shared themes using relevant details to support understanding.	<u>Thoroughly</u> compare and contrast approaches to similar themes or topics in stories in the same genre. Accurately analyze shared themes using implicit details to support understanding.

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

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 5.1	<u>Inaccurately</u> use quotes to identify what the text says explicitly and lacks inferences from the text.	<u>Inconsistently</u> use quotes to describe what the text says explicitly and to make partially accurate inferences from the text.	<u>Accurately</u> use quotes to explain what the text says explicitly and to make inferences from the text.	<u>Thoroughly</u> use quotes to support analysis within a text using explicit information to make accurate inferences from the text.
RI 5.2	<u>Inaccurately</u> identify a main idea <u>without</u> supporting details from the text; <u>inaccurately</u> summarize the text including minor details, unrelated to the main idea.	<u>Inconsistently</u> determine main idea using <u>somewhat relevant</u> details in the text; <u>partially</u> summarize the text, but may include minor details, unrelated to the main idea.	<u>Accurately</u> determine two or more main ideas using key details in the text; <u>accurately</u> summarize the main ideas in the text, avoiding minor details.	<u>Thoroughly</u> determine two or more main ideas using key details in the text; <u>Clearly</u> and <u>precisely</u> summarize the main events in the text.
RI 5.3	<u>Inaccurately</u> identify basic elements of relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text; <u>lacks</u> references to the text to support ideas.	<u>Inconsistently</u> explain elements of relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text; provide <u>vague</u> references to the text to support ideas.	<u>Accurately</u> explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text; provide <u>accurate</u> specific information from the text to support ideas.	<u>Thoroughly</u> explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text; provide a <u>variety</u> of information from the text to make <u>insightful</u> connections.
RI 5.5	<u>Inaccurately</u> identify a similarity or a difference in the overall structure in two texts, (e.g., chronology, comparison, and cause/effect) <u>lacking</u> explanation of how events, ideas, concepts, or information are conveyed.	<u>Inconsistently</u> compare or contrast the overall structure in two or more texts, (e.g., chronology, comparison, and cause/effect) <u>inconsistently</u> describing how events, ideas, concepts, or information are conveyed.	<u>Accurately</u> compare and contrast the overall structure in two or more texts, (e.g., chronology, comparison, and cause/effect) explaining how events, ideas, concepts, or information are conveyed.	<u>Thoroughly</u> compare and contrast the overall structure in two or more texts, (e.g., chronology, comparison, and cause/effect) analyzing the techniques used to convey events, ideas, concepts, or information.
RI 5.6	<u>Inaccurately</u> describe multiple accounts of the same event or topic, identifying a similarity or a difference in points of view represented.	<u>Inconsistently</u> describe multiple accounts of the same event or topic, identifying some important similarities and differences in points of view represented.	<u>Accurately</u> analyze multiple accounts of the same event or topic, identifying important similarities and differences in points of view represented.	<u>Thoroughly</u> analyze multiple accounts of the same event or topic, capturing subtle aspects of their perspectives. Explain important as well as nuanced similarities and differences in points of view represented.
RI 5.7	<u>Inaccurately</u> identify information from a source to locate information to answer questions with <u>minimal</u> accuracy.	<u>Inconsistently</u> describe information from multiple sources to locate information to answer questions with <u>some</u> accuracy.	<u>Accurately</u> integrate information from multiple sources to draw conclusions, <u>purposefully</u> locating information to accurately and <u>efficiently</u> answer questions.	<u>Thoroughly</u> integrate information from multiple sources to draw conclusions and demonstrate advanced critical thinking, <u>strategically</u> locating information to <u>accurately</u> and <u>efficiently</u> answer questions.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 5.8	<u>Inaccurately</u> identify a reason an author supports a particular point in a text, <u>inaccurately</u> identifying which reasons and evidence support which point.	<u>Inconsistently</u> explain how an author uses reasons and evidence to support particular points in a text, <u>partially</u> identifying which reasons and evidence support which point(s).	<u>Accurately</u> explain how reasons and evidence used by the author support particular points, <u>accurately</u> identifying which reasons and evidence support which point(s).	<u>Thoroughly</u> evaluate the effectiveness of reasons and evidence used by the author to support particular points, <u>effectively</u> identifying which reasons and evidence support which point(s), considering their impact on the overall argument.
RI 5.9	<u>Inaccurately</u> identify information from two texts with similar topics <u>without</u> providing evidence to support ideas.	<u>Inconsistently</u> summarize the main ideas and supporting details from two texts with similar topics providing <u>some relevant</u> evidence to support ideas.	<u>Accurately</u> integrate information from two or more texts on the same topic to write <u>comprehensively</u> about the subject.	<u>Thoroughly</u> synthesize and evaluate information from two or more texts on the same topic to write with <u>depth</u> , <u>accuracy</u> , and <u>insight</u> providing a variety of evidence to support ideas.

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

Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 5.4, RI 5.4, L5.4-L5.6	<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>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>Thoroughly</u> infer contextual meaning of both <u>literal</u> and <u>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).

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

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
W5.1- W5.10	<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) using <u>limited</u> reasoning <u>unsupported</u> by text-based evidence. Details or 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 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:</p> <p>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:</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) 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) 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 and/or analyzing ideas 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) 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 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</u> clarity 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
<p>L5.1-3 L5.6 W 5.1</p>	<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., correlative conjunctions, prepositions, interjections, perfect verb tenses). • 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., correlative conjunctions, prepositions, interjections, perfect verb tenses). • 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., correlative conjunctions, prepositions, interjections, perfect verb tenses). • 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., correlative conjunctions, prepositions, interjections, perfect verb tenses) • Usage (e.g., varied conjunctions, sentence structure, and sentence types).