

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"> • Cite multiple pieces of relevant evidence to analyze explicit and implicit meaning. • Identify a theme and explain how details convey it, providing an objective summary. • Describe how a story’s plot unfolds and how characters evolve toward resolution.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> • Analyze text structure and explain how major sections develop story elements. • Explain how an author develops a narrator’s or speaker’s point of view. • Compare reading a text to listening or viewing it in multimedia, highlighting format differences.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> • Compare texts across forms or genres, explaining their approach to similar themes and topics.
<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"> • Cite multiple pieces of relevant evidence to analyze both explicit and implicit meaning. • Use relevant textual evidence to analyze and summarize two or more central ideas interacting across texts.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> • Analyze how individuals, events, and/or ideas interact and influence each other in a text. • Analyze a text’s structure and organization and explain how sections develop ideas. • Identify the author’s point of view or purpose and analyze how it’s distinct from others.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> • Compare and contrast the portrayal of a topic in a multimedia source (e.g. audio, video, etc.) versus text. • Trace and evaluate the argument and claims in a text, distinguishing claims supported by sufficient relevant evidence from those that are not.
<p>Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u>:</p>	<ul style="list-style-type: none"> • Compare one author’s cited evidence and interpretation of a topic differs from another (e.g., memoir vs. biography).

ⁱ 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 claim, 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 ideas that are logically connected and easy to follow. Include an introduction and conclusion.Demonstrate command of language explaining, describing, and/or comparing and/or analyzing ideas using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary. Establish and maintain style.
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 6.1, RL 6.2, RL 6.3, RL 6.5, RL 6.6, RL 6.7, RL 6.9

ⁱⁱ Includes standards RI 6.1, RI 6.2, RI 6.3, RI 6.5, RI 6.6, RI 6.7, RI 6.8, RI 6.9

ⁱⁱⁱ Includes standards RL 6.4, RI 6.4, L 6.4, L 6.5, L 6.6

^{iv} Includes standards W 6.1, W 6.2, W 6.3, W 6.4, W 6.5, W 6.6, W 6.7, W 6.8, W 6.9, W 6.10

^v Includes standards L 6.1, L 6.2, L 6.3, L 6.6, W 6.1