

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 7.1	<u>Inaccurately</u> identify one or two pieces of explicit and/or evidence and <u>inaccurately</u> determine its relevance to the analysis.	<u>Inconsistently identify one or two pieces</u> of explicit and/or implicit textual evidence and may <u>inconsistently</u> support analysis of the text.	<u>Accurately</u> cite <u>several</u> relevant pieces of evidence to support an analysis of what the text says, including explicitly and implicitly.	<u>Thoroughly cite precise and varied pieces</u> of implicit and explicit textual evidence to <u>thoroughly support complex</u> analyses.
RL 7.2	<u>Inaccurately</u> or <u>vaguely</u> determine a theme or <u>inaccurately</u> describe how a theme develops across the text. Inaccurately summarize the text overlooking important details or including unrelated events.	<u>Inconsistently</u> determine a theme and/or a theme's development but may overlook important details. <u>Inconsistently</u> summarize with some objective elements but may include irrelevant details.	<u>Accurately</u> determine a theme and analyze its development over the course of the text; <u>accurately</u> provide an objective summary of the text.	<u>Thoroughly</u> determine and analyze a theme and its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective, precise summary of the text.
RL 7.3	<u>Inaccurately</u> identify elements of story or drama (e.g., how setting shapes the characters or plot).	<u>Inconsistently</u> explain connections between story elements (e.g., how setting shapes the characters or plot).	<u>Accurately</u> analyze how particular elements of the story or drama interact (e.g., how setting shapes the characters or plot).	<u>Thoroughly</u> analyze how particular elements of a story, such as specific lines of dialogue, shape the plot (e.g., propel the action, reveal a character, or provoke a decision).

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 7.5	<u>Inaccurately</u> identify how a drama or poem’s form or structure contributes to meaning (e.g., soliloquy or sonnet).	<u>Inconsistently</u> explain how a drama or poem’s form or structure contributes to meaning (e.g., soliloquy or sonnet).	<u>Accurately</u> analyze how a drama or poem’s form or structure contributes to its meaning (e.g., soliloquy or sonnet).	<u>Thoroughly</u> analyze the major and minor differences of the structure of two or more texts. Provide a thorough and insightful analysis of how the form or structure shapes the overall meaning.
RL 7.6	<u>Inaccurately</u> identify the point of view of characters or narrators. <u>Inaccurately</u> identify a technique the author uses to develop or contrast perspectives (e.g., word choice, narrative structure).	<u>Inconsistently</u> explain points of view of characters or narrators. Identify some techniques the author uses to develop or contrast perspectives (e.g., word choice, narrative structure).	<u>Accurately</u> analyze how an author develops and contrasts the points of view of different characters or narrators, including how effects influence understanding (e.g., word choice, narrative structure).	<u>Thoroughly</u> analyze how the author develops and contrasts points of view of the characters or narrators, including how effects shape understanding (e.g., dramatic irony, suspense, humor).
RL 7.7	<u>Inaccurately</u> compare or contrast versions of a written story, drama, or poem to its multimedia version. <u>Inaccurately</u> identify a technique employed in a medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<u>Inconsistently</u> compare and contrast versions of a written story, drama, or poem to its multimedia version. <u>Inconsistently</u> explain effects of techniques to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<u>Accurately</u> compare and contrast versions of a written story, drama, or poem to its multimedia version. <u>Accurately</u> analyze effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<u>Thoroughly</u> analyze the extent to which versions of a written story, drama, or poem compare and contrast to its multimedia version. <u>Thoroughly</u> evaluate the effects of techniques unique to each medium, including how they shape meaning.
RL 7.9	<u>Inaccurately</u> identify a similarity or difference between a fictional portrayal and an historical account. <u>Inaccurately</u> or <u>vaguely</u> explain how the author portrays or alters history.	<u>Inconsistently</u> identify similarities and differences between a fictional portrayal and an historical account overlooking key details. Inconsistently explain how the author portrays or alters history.	<u>Accurately</u> compare and contrast a fictional portrayal of an historical account of the same period using key details as a means of understanding how authors of fiction portray or alter history.	<u>Thoroughly</u> compare and contrast a fictional portrayal and an historical account. Analyze the author’s purpose in altering history, including how key details and artistic choices shape understanding.

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

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 7.1	<u>Inaccurately</u> identify one or two pieces of explicit and <u>inaccurately</u> determine its relevance to the analysis.	<u>Inconsistently</u> identify one or two <u>pieces</u> of explicit and/or implicit textual evidence and may <u>inconsistently</u> support analysis of the text.	<u>Accurately</u> cite several relevant pieces of evidence to support an analysis of what the text says, including explicitly and implicitly.	<u>Thoroughly</u> cite precise and varied <u>pieces</u> of implicit and explicit textual evidence to <u>thoroughly support</u> complex analyses.
RI 7.2	<u>Inaccurately</u> or <u>vaguely</u> summarize and/or identify an idea in a text that may include unrelated evidence.	<u>Inconsistently</u> summarize and/or identify a central idea over the course of a text; <u>inconsistently</u> select relevant textual evidence to support claims.	<u>Accurately</u> and <u>objectively</u> summarize and analyze how two or more central idea(s) interact over the course of a text integrating relevant textual evidence to support claims.	<u>Thoroughly</u> and <u>objectively</u> summarize and analyze how two or more complex central idea(s) evolve over the course of a text <u>thoroughly</u> integrating textual evidence to support connections to central and supporting ideas.
RI 7.3	<u>Inaccurately</u> identify interactions between individuals, events, and ideas.	<u>Inconsistently</u> explain interactions between individuals, events, and ideas <u>leaving out some</u> key details and relevant evidence.	<u>Accurately</u> analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<u>Thoroughly</u> analyze how individuals, events, and ideas interact and influence one another. Analyze how the text makes connections among or distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI 7.5	<u>Inaccurately</u> identify the structure an author uses to organize a text. <u>Inaccurately</u> explain how a section relates to the whole and to the development of the ideas.	<u>Inconsistently</u> explain the structure an author uses to organize a text. Partially explain how some sections contribute to the whole and to the development of the ideas.	<u>Accurately</u> analyze in detail the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<u>Thoroughly</u> analyze the author's organizational choices explaining how specific structural elements interact to enhance the development of ideas throughout a text.
RI 7.6	<u>Inaccurately</u> identify the author's point of view or purpose. May provide a <u>minimal</u> or <u>inaccurate</u> explanation of how the authors' positions differ from that of others.	<u>Inconsistently</u> interpret the author's point of view or purpose. Provide a <u>partial</u> explanation of how the author distinguishes their position from others. May only <u>partially</u> support the analysis.	<u>Accurately</u> determine the author's point of view or purpose in a text and analyze how the author's position is distinct from that of others.	<u>Thoroughly</u> analyze authors' points of view or purposes capturing multiple aspects of their perspectives. <u>Thoroughly</u> analyze how authors differentiate their positions from others, including the use of tone, evidence, or other strategies.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RI 7.7	<u>Inaccurately</u> identify a similarity or difference in a text and a multimedia version, <u>inaccurately</u> representing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<u>Inconsistently</u> compare and/or contrast a text to a multimedia version, <u>partially</u> explaining each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<u>Accurately</u> compare and contrast a text to an audio, video, or multimedia version analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<u>Thoroughly</u> compare and contrast multiple mediums of a text thoroughly analyzing the impact of the mediums’ usage. Analyze creative and technical choices and/or connections between the various mediums and the original text, and the impact of tone and word choice.
RI 7.8	<u>Inaccurately</u> trace and/or evaluate arguments and specific claims in a text, <u>inaccurately</u> assessing whether the reasoning is sound, or the evidence is relevant.	<u>Inconsistently</u> trace and/or evaluate arguments and specific claims in a text <u>inconsistently</u> assessing whether the reasoning is sound, and the evidence is relevant and/or sufficient to support the claims.	<u>Accurately</u> trace and evaluate arguments and specific claims in a text assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims.	<u>Thoroughly</u> delineate and evaluate specific claims in a text assessing whether the reasoning is sound, and the evidence is relevant and sufficient.
RI 7.9	<u>Inaccurately</u> describe how different authors present information. May identify a difference or similarity in evidence or interpretations presented by the authors.	<u>Inconsistently</u> analyze how authors shape their presentations of information. Identify some differences and/or in evidence or interpretations but may oversimplify or miss key points.	<u>Accurately</u> analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	<u>Thoroughly</u> analyze how multiple authors writing about similar topics emphasize different evidence and advance distinct interpretations of facts. Integrate detailed and precise textual evidence offering insightful commentary on its significance.

Reading Vocabulary <i>Student performance indicates the ability to...</i>				
Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
RL 7.4 RI 7.4 L7.4-6	<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 <u>accurate</u> 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 <u>accurate</u> 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 of accurate</u> 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
<p>W7.1- W7.10</p>	<p>Development of Ideas: <u>Minimally</u> address a prompt with <u>limited</u> or <u>unclear</u> development of the 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) 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: 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. Establish a <u>minimally</u> effective or <u>inappropriate</u> style.</p>	<p>Development of Ideas: <u>Partially</u> address a prompt with some development of the 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) using some logical reasoning supported by text-based evidence, details, and/or descriptions, though the development may be uneven 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. <u>Inconsistently</u> or <u>partially</u> establish an effective style.</p>	<p>Development of Ideas: Address a prompt and provide <u>effective</u> and <u>comprehensive</u> development of the 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) 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 <u>effectively</u> using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary. Establish and maintain a <u>mostly</u> <u>effective</u> style.</p>	<p>Development of Ideas: Address all aspects of a prompt with <u>thorough</u> and <u>comprehensive</u> development of the 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) using thorough reasoning supported by text-based evidence, <u>rich</u> and <u>well-chosen</u> details, and/or <u>vivid</u> descriptions that demonstrate a deep 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</u> <u>clarity</u> and <u>depth</u> of ideas. Establish and maintain an effective style.</p>

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

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<p>L7.1- L7.3, L7.6, W 7.1</p>	<p>Demonstrate a <u>minimal</u> command of the conventions of Standard English producing incoherent meaning.</p> <p><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 separating coordinate adjectives). • Grammar (e.g., phrases, clauses, and modifiers). • Usage (e.g., varied sentence patterns and types signaling differing relationships among ideas). 	<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 separating coordinate adjectives). • Grammar (e.g., phrases, clauses, and modifiers). • Usage (e.g., varied sentence patterns and types signaling differing relationships among ideas). 	<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 separating coordinate adjectives). • Grammar (e.g., phrases, clauses, and modifiers). • Usage (e.g., varied sentence patterns and types signaling differing relationships among ideas). 	<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 separating coordinate adjectives). • Grammar (e.g., phrases, clauses, and modifiers). <p>Usage (e.g., varied sentence patterns and types signaling differing relationships among ideas).</p>