

ENGLISH LANGUAGE ARTS GRADES 11/12

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.


Key Ideas and Details *Student performance indicates the ability to ...*

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX	RI.10/RL.10 – Read and comprehend appropriate texts independently		MOST COMPLEX
CCRA.R.1-3 CCRA.R.10 CCRA.W.9 RL.11/12.1-3 RL.11/12.9-10 RI.11/12.1-3 RI.11/12.9-10 W.11/12.9 RH.11/12.1-3 RH.11/12.9-10 WHST.11/12.9 RST.11/12.1-3 RST.11/12.5 RST.11/12.9	Close Reading: <ul style="list-style-type: none"> Locate basic facts or clearly stated information. Make limited conclusions about meaning. Paraphrase short or isolated statements. 	Close Reading: <ul style="list-style-type: none"> Locate and interpret important details. Make logical conclusions to explain ideas. Paraphrase some statements from a text. 	Close Reading: <ul style="list-style-type: none"> Locate and interpret important and subtle details. Make logical inferences and conclusions to support analysis. Paraphrase a wide range of statements in a text. 	Close Reading: <ul style="list-style-type: none"> Locate and interpret important and nuanced details. Make sophisticated inferences, even when meaning is uncertain. Paraphrase a full range of statements with precision.
	Central Ideas, Themes, and Summaries: <ul style="list-style-type: none"> Identify the topic and distinguish it from the central idea or theme. Summarize basic supporting ideas. Describe how some details relate to a central idea. 	Central Ideas, Themes, and Summaries: <ul style="list-style-type: none"> Identify or infer a central idea or theme. Summarize key supporting ideas. Analyze how some details support the central idea. 	Central Ideas, Themes, and Summaries: <ul style="list-style-type: none"> Infer a central idea or theme. Summarize key supporting ideas and analyze how details develop the theme. 	Central Ideas, Themes, and Summaries: <ul style="list-style-type: none"> Determine multiple themes or nuanced central ideas. Analyze how details refine or deepen theme development. Provide a cohesive summary.
	Relationships: <ul style="list-style-type: none"> Identify the timing of events. Recognize basic comparisons or cause-effect relationships. 	Relationships: <ul style="list-style-type: none"> Order simple event sequences. Identify clear comparisons and basic cause-effect relationships. 	Relationships: <ul style="list-style-type: none"> Order events logically. Describe comparisons and explain clear cause-effect relationships in text. 	Relationships: <ul style="list-style-type: none"> Order complex sequences. Analyze subtle or implied comparisons and cause-effect relationships to interpret deeper meaning.

Craft and Structure *Student performance indicates the ability to ...*


Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX	RI.10/RI.10 – Read and comprehend appropriate texts independently		MOST COMPLEX
CCRA.R.4-6 CCRA.R.10 CCRA.W.9 CCRA.L.3-6 RL.11/12.2-6 RL.11/12.9-10 RI.11/12.2-6 RI.11/12.8-10 W.11/12.9 L.11/12.3-6 RH.11/12.4-6 RH.11/12.10 WHST.11/12.9 RST.11/12.4-6 RST.11/12.10	Word Meanings and Word Choice: <ul style="list-style-type: none">Determine how simple words or phrases influence meaning.Identify some connotative or technical words.	Word Meanings and Word Choice: <ul style="list-style-type: none">Determine how words or phrases influence tone or meaning.Interpret some figurative or technical terms.	Word Meanings and Word Choice: <ul style="list-style-type: none">Analyze how specific word choices affect meaning and tone.Interpret figurative, connotative, and technical language in context.	Word Meanings and Word Choice: <ul style="list-style-type: none">Analyze how specific word choices reflect nuance or shape purpose.Interpret subtle or layered language in complex texts.
	Text Structure: <ul style="list-style-type: none">Identify how one part of a text relates to another.Recognize basic organizational elements.	Text Structure: <ul style="list-style-type: none">Describe how parts of a text relate to one another.Identify how structure contributes to meaning.	Text Structure: <ul style="list-style-type: none">Analyze how parts of a text relate to the whole.Analyze how structural choices shape meaning or purpose.	Text Structure: <ul style="list-style-type: none">Analyze how multiple structural elements interact.Evaluate how structure influences meaning or effectiveness.
	Purpose and Point of View: <ul style="list-style-type: none">Recognize the author's point of view or purpose.Identify content or stylistic choices connected to that perspective.	Purpose and Point of View: <ul style="list-style-type: none">Determine the author's point of view and purpose.Identify how content and style reflect the perspective.	Purpose and Point of View: <ul style="list-style-type: none">Analyze how the author's content and style reveal point of view or purpose, including cultural or rhetorical influence.	Purpose and Point of View: <ul style="list-style-type: none">Evaluate how the author's point of view and purpose are shaped by stylistic and rhetorical choices.

Integration of Knowledge and Ideas *Student performance indicates the ability to ...*

Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity: 	LEAST COMPLEX	<i>RI.10/RL.10 – Read and comprehend appropriate texts independently</i>		MOST COMPLEX
CCRA.R.7-10 CCRA.W.9 RL.11/12.9-10 RI.11/12.5-9 RI.11/12.10 W.11/12.9 RH.11/12.6-10 WHST.11/12.9 RST.11/12.7-10	Arguments: <ul style="list-style-type: none"> Identify a clearly stated claim. Identify one or more sentences connected to a claim. Identify some elements of reasoning. 	Arguments: <ul style="list-style-type: none"> Identify a central claim. Analyze how one or more sentences support a claim. Recognize some elements of valid reasoning, including the use of some fallacies. 	Arguments: <ul style="list-style-type: none"> Identify or infer a central claim. Analyze the relevance and sufficiency of evidence. Assess the logic and reasoning behind a central claim. 	Arguments: <ul style="list-style-type: none"> Infer a central claim. Evaluate the coherence and persuasiveness of arguments. Analyze the interaction between claims, evidence, and reasoning.

Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
	Multiple Texts: <ul style="list-style-type: none"> Make basic comparisons between two texts. Identify similar ideas or topics. 	Multiple Texts: <ul style="list-style-type: none"> Compare and contrast key ideas or techniques in two texts. Identify structural or rhetorical similarities. 	Multiple Texts: <ul style="list-style-type: none"> Draw logical conclusions using evidence from multiple texts. Analyze how texts relate to or respond to each other. 	Multiple Texts: <ul style="list-style-type: none"> Make logical conclusions using information from multiple portions of two literary narratives or informational texts. Evaluate how multiple texts convey related ideas through structure, argument, or style.

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

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity: 	LEAST COMPLEX	<i>RI.10/RL.10 – Read and comprehend appropriate texts independently</i>		MOST COMPLEX
CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.11/12.1-5 W.11/12.10 L.11/12.3-6 WHST.11/12.1 WHST.11/12.2	Topic Development in Terms of Purpose and Focus: <ul style="list-style-type: none"> Present a general thesis. Include ideas or evidence loosely related to the topic. Present reasoning in a general or incomplete way. 	Topic Development in Terms of Purpose and Focus: <ul style="list-style-type: none"> Present a thesis that reflects a perspective. Include ideas and evidence with partial relevance. Present reasoning that connects some claims and evidence. 	Topic Development in Terms of Purpose and Focus: <ul style="list-style-type: none"> Present a thesis that explores a complex or nuanced perspective. Extend or challenge ideas using well-developed reasoning and evidence, anticipating opposing views or alternative interpretations. 	Topic Development in Terms of Purpose and Focus: <ul style="list-style-type: none"> Present a thesis that invites original insight. Build reasoning that weaves together evidence and perspectives and explores broader implications or unresolved tensions.

WHST.11/12.4-5 WHST.11/12.10	Organization, Unity, and Cohesion: <ul style="list-style-type: none"> Group ideas with limited clarity. Use transitions inconsistently. Provide a conclusion that may not reflect the thesis. 	Organization, Unity, and Cohesion: <ul style="list-style-type: none"> Group most ideas logically. Use transitions to connect some ideas. Provide a conclusion that relates to the thesis. 	Organization, Unity, and Cohesion: <ul style="list-style-type: none"> Group and sequence ideas around a central thesis. Use transitions to clarify relationships. Provide a conclusion that supports the thesis. 	Organization, Unity, and Cohesion: <ul style="list-style-type: none"> Sequence ideas to enhance meaning. Use transitions to guide the reader clearly. Provide a conclusion that reinforces and extends the thesis.
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Knowledge of Written Language and Conventions *Student performance indicates the ability to ...*

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.11/12.1-5 W.11/12.10 L.11/12.1-5 WHST.11/12.1-.2 WHST.11/12.4-5 WHST.11/12.10	Knowledge of Language: <ul style="list-style-type: none"> Use language and tone that may not align with the purpose. Choose words that show general understanding. Sentence Structure and Formation: <ul style="list-style-type: none"> Write sentences using limited variety. May include incomplete or awkward phrasing. Usage Conventions: <ul style="list-style-type: none"> Use grammar, usage, and spelling in ways that may obscure intended meaning. Errors may occur across the composition or response. Punctuation and Capitalization Conventions: <ul style="list-style-type: none"> Use punctuation and capitalization inconsistently. Errors may distract or confuse the reader. 	Knowledge of Language: <ul style="list-style-type: none"> Use language and tone appropriate for general contexts. Make some purposeful word choices. Sentence Structure and Formation: <ul style="list-style-type: none"> Write sentences with some variety and control. Use phrases and clauses with occasional clarity. Usage Conventions: <ul style="list-style-type: none"> Use grammar and usage with some errors that occasionally affect clarity. Punctuation and Capitalization Conventions: <ul style="list-style-type: none"> Use punctuation and capitalization with some accuracy. Errors may occasionally distract. 	Knowledge of Language: <ul style="list-style-type: none"> Use voice, tone, and word choice appropriate to purpose and audience. Choose words that clarify meaning. Sentence Structure and Formation: <ul style="list-style-type: none"> Use sentence structure with control and variety to shape rhythm, emphasize key ideas, or achieve rhetorical impact. Usage Conventions: <ul style="list-style-type: none"> Use grammar and usage with control. Minor errors do not affect meaning. Punctuation and Capitalization Conventions: <ul style="list-style-type: none"> Use punctuation and capitalization consistently and in ways that support meaning or interpretation. Minor errors do not impede understanding. 	Knowledge of Language: <ul style="list-style-type: none"> Use voice, tone, and word choice to engage and inform. Make deliberate language choices to shape reader understanding. Sentence Structure and Formation: <ul style="list-style-type: none"> Vary sentence structure intentionally to guide tone, highlight shifts, or create stylistic nuance. Usage Conventions: <ul style="list-style-type: none"> Use grammar and usage purposefully to enhance clarity and precision. Punctuation and Capitalization Conventions: <ul style="list-style-type: none"> Use punctuation and capitalization to clearly and consistently clarify and enhance meaning, style, or organization.