

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: Key Ideas and Detailsⁱ

<p>Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u>:</p>	<p>Close Reading:</p> <ul style="list-style-type: none"> Locate and interpret important details as well as minor or subtly stated details. Make logical inferences and conclusions to support analysis. Paraphrase most statements.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<p>Central Ideas, Themes, and Summaries:</p> <ul style="list-style-type: none"> Determine a central idea or theme. Summarize key supporting ideas and details. Analyze how details shape the development of a central idea or theme.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	<p>Relationships:</p> <ul style="list-style-type: none"> Order sequences of events in a text. Describe comparative relationships between characters, individuals, events, or ideas. Identify clear cause-effect relationships.
<p>Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u>:</p>	

Claim 2: Craft and Structureⁱⁱ

<p>Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u>:</p>	<p>Word Meanings and Word Choice:</p> <ul style="list-style-type: none"> Analyze how specific words or phrases influence meaning and tone. Interpret words and phrases, including multiple-meaning words, as well as those with technical, connotative, and figurative meanings.
<p>Level 3: Proficient Student performance indicates the ability to <u>accurately</u>:</p>	<p>Text Structure:</p> <ul style="list-style-type: none"> Analyze how one or more sentences, ideas, choices, or events relate to the text as a whole. Analyze the function of specific structural elements (pacing, order of events, narrative techniques, etc.). Analyze the organizational structure of a text.
<p>Level 2: Approaching Proficient Student performance indicates the ability to <u>inconsistently</u>:</p>	
<p>Level 1: Below Proficient Student performance indicates the ability to <u>inaccurately</u>:</p>	<p>Purpose and Point of View:</p> <ul style="list-style-type: none"> Determine the author’s point of view (including cultural experience) and purpose. Analyze how content and style reflect the point of view or purpose.

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: Integration of Knowledge and Ideasⁱⁱⁱ

Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u> :	Arguments: <ul style="list-style-type: none">Identify or infer a central claim.Analyze how one or more sentences support a claim, including whether the evidence is relevant and sufficient.Assess the validity of reasoning, including the use of fallacies. Multiple Texts: <ul style="list-style-type: none">Make logical conclusions using information from two literary narratives or informational texts.
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^{iv}

Level 4: Above Proficient Student performance indicates the ability to <u>thoroughly</u> :	Topic Development in Terms of Purpose and Focus: <ul style="list-style-type: none">Generate a precise and knowledgeable thesis that establishes a perspective on a given issue.Conduct a relevant analysis to address the strengths and/or weaknesses of one or more counter perspectives, including some implications, complexities, tensions, and/or underlying values and assumptions.Develop ideas and support for claims to convey the significance of the argument.Produce a mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument.Provide relevant qualifications and complications to enrich ideas and analysis. Organization, Unity, and Cohesion: <ul style="list-style-type: none">Group and sequence ideas logically around the thesis.Use transitions between and within paragraphs consistently to clarify the relationships among ideas.Provide an introduction and conclusion that support the thesis.
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.Make structural, organizational, and stylistic choices.
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 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

ⁱⁱ CCRA.R.4-6, CCRA.R.10, CCRA.W.9, CCRA.L.3-6, RL.11/12.2-6, RL.11/12.11/12, 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

iii CCRA.R.7-10, CCRA.W.9, RL.11/12.11/12, 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

iv *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 *WHST.11/12.4-5 *WHST.11/12.10

v 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

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