

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.

Reading Literary Text <i>Student performance indicates the ability to ...</i>				
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
RL 3.1	Ask/answer a basic question.	Ask/answer questions about who/what/where/when.	Ask and answer questions, using specific evidence to show understanding.	Ask and answer questions, using a variety of evidence, with some inference, to show understanding.
RL 3.2	Recognize an explicit idea but may retell rather than summarize.	Identify a central message, lesson, or moral when given options and cite general details.	Recount stories and explain a central message, lesson, or moral, using key details.	Analyze nuanced central messages, lessons, or morals, using varied and precise details.
RL 3.3	Identify a character or event, using an explicit detail.	Describe multiple characters or events, using general details.	Describe how characters and their actions contribute to the sequence of events, using key details.	Provide in-depth descriptions of character interactions and how they contribute to the sequence of events, using key details.
RL 3.5	Identify a part of a poem, play, or story, using explicit text features.	Describe basic differences among text features and identify the purpose of a particular section.	Use precise terms, such as chapter, scene, or stanza, to describe how successive parts build on each other to tell a story.	Analyze how structural elements contribute to meaning, considering how successive parts impact how the story is told.
RL 3.6	Identify what a narrator or character thinks or feels.	Identify a similarity or difference in point of view between the narrator and a character.	Distinguish different points of view from those of the narrator and characters.	Evaluate how different points of view evolve and shape events.

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
Text Complexity:	LEAST COMPLEX	<i>RI.10/RL.10 – Read and comprehend appropriate texts independently</i>		MOST COMPLEX
RL 3.7	Recognize the role of an illustration.	Identify a shared purpose of an illustration and a section of text.	Explain how specific aspects of an illustration impact how story elements are conveyed.	Analyze how specific aspects of an illustration enhance understanding of the plot, mood, characters, and/or setting.
RL 3.9	Identify an explicit element of a familiar theme, setting, or plot.	Make general comparisons between similar themes, settings, or plots across similar texts.	Compare and contrast themes, settings, and plots across similar texts, considering how they impact characters with shared traits.	Analyze how themes, settings, and plots influence each other across similar texts, considering how they shape characters with shared traits.
RL 3.10	Comprehend parts of literature with clear structure.	Ask and answer basic comprehension questions to show understanding of literature.	Comprehend grade-level literary texts, citing details and identifying structural elements.	Synthesize and analyze structure, themes, and language in increasingly complex literary texts.

Reading Informational Text <i>Student performance indicates the ability to ...</i>				
Claim 2	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
RI 3.1	Ask/answer a basic factual question.	Answer questions about who/what/where/when.	Answer questions, using specific evidence to show understanding.	Ask and answer questions, using a variety of evidence, with some inference, to show understanding.
RI 3.2	Recognize an explicitly stated idea.	Identify a main idea with general details.	Determine a main idea and explain how it is supported with key details.	Analyze the main idea(s) and provide multiple key details for support.
RI 3.3	Recognize events, ideas, or steps in a technical procedure.	Identify connections between events, ideas, or steps in a technical procedure.	Describe how events, ideas, or steps in a technical procedure are related (e.g., cause/effect, sequence).	Evaluate how relationships between events, ideas, or steps in a technical procedure are related (e.g., cause/effect, sequence), explaining how they deepen understanding.
RI 3.5	Identify a text feature to locate information.	Identify multiple text features to locate information relevant to a specific topic.	Use text features to efficiently locate and categorize information to support a specific topic.	Integrate text features to efficiently categorize information to support analysis of a specific topic.
RI 3.6	Identify what the author says or thinks.	Determine an author’s opinion, identifying a similarity or difference from a personal opinion.	Determine the author’s point of view and how it fully compares to a personal point of view.	Examine how the author’s point of view influences the way information is conveyed and explore multiple perspectives.

RI 3.7	Identify information from illustrations.	Make a general connection between illustrations and information from the text.	Use information from illustrations and text to explain where/when/why/how key events occur.	Evaluate how visuals and text work together to deepen or clarify meaning and explain insights.
Claim 2	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
RI 3.8	Recognize a connection between ideas or events.	Describe general connections between sentences or paragraphs (e.g., "this happened next").	Describe how sentences and paragraphs are logically connected (e.g., cause/effect or sequence).	Analyze different types of text connections and explain how they strengthen the overall message or argument.
RI 3.9	Recognize shared facts between texts.	Identify some similarities/differences between two texts.	Compare and contrast key points, using details from multiple texts on the same topic.	Evaluate differences in authors' approaches, focus, or perspectives across multiple texts.
RI 3.10	Comprehend parts of informational texts with clear structure.	Ask and answer basic comprehension questions to show understanding of informational texts.	Comprehend grade-level informational texts, citing details and identifying structural elements.	Synthesize and analyze structure, ideas, and language in increasingly complex informational texts.

Reading Vocabulary <i>Student performance indicates the ability to ...</i>				
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
RL 3.4, RI 3.4, L3.4-6	Use familiar strategies such as context or affixes to explore unfamiliar words. May rely on support. Use general or familiar vocabulary to express ideas. Begin to notice topic-specific terms. Recognize common figurative language or word relationships. May begin interpreting meaning in context.	Apply basic strategies (e.g., context, affixes, references) with growing independence. Use academic or domain-specific vocabulary with growing accuracy and begin adjusting word choices for meaning. Identify figurative language and explain basic relationships or connotations in grade-level texts.	Select and apply a variety of strategies to determine or clarify word meanings in grade-level texts. Use grade-appropriate academic, domain-specific, and functional vocabulary to support meaning. Distinguish literal from nonliteral language and explain word relationships and subtle meaning differences.	Apply strategies independently and flexibly to analyze nuanced meanings in unfamiliar or technical texts. Select vocabulary purposefully to enhance clarity, precision, or tone in varied contexts. Analyze and explain how nuanced language, including figurative devices and word relationships, shape meaning and tone.

Written Expression <i>Student performance indicates the ability to ...</i>				
Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text	LEAST COMPLEX	RI.10/RL.10 – Read and comprehend appropriate texts independently		MOST COMPLEX
Complexity:				
W3.1- W3.10	<p>Express an opinion and may begin to share a reason or example. Writing may shift between ideas.</p> <p>Share ideas related to a topic. May list facts, label parts, or include general statements.</p> <p>Tell about an event or experience using basic words or phrases. May include a beginning or ending.</p>	<p>State a clear opinion and provides at least one related reason. Organization may be uneven.</p> <p>Convey some relevant information about the topic with developing organization.</p> <p>Tell a basic story with a beginning, some events, and an ending.</p>	<p>Clearly state an opinion, support it with logical reasons, and organize writing with a sense of purpose.</p> <p>Explain a topic with relevant facts and details, organized with a clear beginning, middle, and end.</p> <p>Tell a complete story with clear sequence, characters, and some descriptive details.</p>	<p>Introduces and develops a well-reasoned opinion with elaborated support and a logical, purposeful structure.</p> <p>Develop a topic with well-chosen facts, clear explanations, and a strong organizational structure.</p> <p>Enhance a narrative with vivid details, dialogue, and purposeful pacing that strengthen the story.</p>

Knowledge of Written Language and Conventions <i>Student performance indicates the ability to ...</i>				
Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
L3.1-3 L3.6 W3.1	<p>Use familiar sentence patterns to express ideas. May rely on repetition or short phrases.</p> <p>Show awareness of punctuation, capitalization, or spelling in familiar contexts.</p> <p>Begin to make language choices that show awareness of task or topic.</p>	<p>Use simple and compound sentences with some variety. Grammar may distract at times.</p> <p>Use ending punctuation and capital letters with growing consistency. Most common words are spelled correctly.</p> <p>Begin to adjust word choice and sentence style to match purpose and audience.</p>	<p>Use varied sentence structures with few grammar errors that do not interfere with meaning.</p> <p>Use punctuation, capitalization, and spelling accurately for grade-level writing.</p> <p>Use language appropriate to task and purpose, with attention to word choice and tone.</p>	<p>Use a range of sentence structures effectively to enhance clarity and style. Grammar supports precise communication.</p> <p>Apply conventions purposefully, enhancing clarity and readability. Errors are minimal and rarely distract.</p> <p>Choose words and sentence patterns deliberately to strengthen voice and engage the reader.</p>