

**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** *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
<b>RL 5.1</b>	Locate quotes in texts with a clear structure.	Refer to quotes to explain explicit ideas and make general inferences.	Use quotes to explain explicit ideas and draw logical inferences.	Integrate and analyze quotes from texts with layered meaning.
<b>RL 5.2</b>	Recognize a familiar theme. Describe general events or characters.	Identify a theme, citing general details for support. May retell rather than summarize.	Determine the theme and summarize how key events influence characters.	Analyze nuanced or implied themes and craft insightful summaries detailing how events shape characters.
<b>RL 5.3</b>	Identify a character, setting, or event using explicit details.	Describe characters, settings, or events using general details for support.	Compare and contrast two or more characters, settings, or events using specific details.	Interpret and analyze character relationships, the roles of setting, and key events using a variety of specific details.
<b>RL 5.5</b>	Identify a chapter, scene, or stanza.	Describe basic differences between chapters, scenes, or stanzas.	Explain how chapters, scenes, or stanzas impact the overall structure.	Analyze how chapters, scenes, or stanzas build off each other and shape meaning, evaluating their effectiveness.
<b>RL 5.6</b>	Identify a point of view.	Describe how a point of view is formed using explicit details.	Explain how a point of view influences how events are described.	Evaluate how different perspectives shape meaning.
<b>RL 5.7</b>	Recognize information specific to a visual or multimedia element.	Identify visual or multimedia elements and their impact.	Analyze connections between visual and multi-media elements and their impact on understanding.	Evaluate connections between visual and multi-media elements using specific details to analyze how they shape meaning.

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
<b>Text Complexity:</b>	<b>LEAST COMPLEX</b>	<b>RI.10/RL.10 – Read and comprehend appropriate texts independently</b>		<b>MOST COMPLEX</b>
<b>RL 5.9</b>	Identify a shared topic across multiple texts.	Describe similar themes and make basic comparisons across multiple texts.	Compare and contrast themes and story elements across multiple texts.	Analyze how similar overarching themes and story elements evolve across multiple texts.
<b>RL 5.10</b>	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.

<b>Reading Informational Text</b> <i>Student performance indicates the ability to ...</i>				
Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<b>Text Complexity:</b>	<b>LEAST COMPLEX</b>	<b>RI.10/RL.10 – Read and comprehend appropriate texts independently</b>		<b>MOST COMPLEX</b>
<b>RI 5.1</b>	Locate quotes in texts with a clear structure.	Refer to quotes to explain general ideas and make an inference.	Use quotes to express explicit ideas and draw logical inferences.	Integrate and analyze quotes to draw inferences.
<b>RI 5.2</b>	Recognize an explicit idea.	Identify an important idea and connect it to supporting details.	Determine two or more main ideas and explain how key details support them to create a summary.	Synthesize how two or more main ideas develop and explain how key details support them to create a summary.
<b>RI 5.3</b>	Recognize a relationship between similar events, ideas, or steps in a technical procedure.	Identify relationships between individuals, events, ideas, or steps in a technical procedure, identifying similarities or differences.	Explain key relationships between events, ideas, or steps in a technical procedure using supporting details.	Evaluate the development of key relationships between events, ideas, or steps in a technical procedure using a variety of supporting details.
<b>RI 5.5</b>	Identify a common text structure (e.g., cause/effect or compare/contrast).	Compare a structural aspect of events, ideas, concepts, or information.	Compare and contrast the overall structure of events, ideas, concepts, or information.	Analyze how structural elements work together to enhance understanding.
<b>RI 5.6</b>	Identify a point of view.	Describe a similarity or difference in the way point of view is presented in multiple accounts of the same topic or event.	Analyze the way points of view influence multiple accounts of the same topic or event.	Evaluate how multiple points of view shape understanding of the same topic or event.
<b>RI 5.7</b>	Recognize information that is relevant to a topic.	Identify general details and connect them to an important idea.	Draw on key information from multiple sources to efficiently answer questions.	Integrate key information from multiple texts to answer multi-faceted questions.
<b>RI 5.8</b>	Identify a reason for an author’s point.	Identify a reason and supporting evidence for an author’s point.	Explain and connect key reasons and evidence to support an author’s points.	Evaluate how key reasons and evidence support an author’s points.

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
<b>RI 5.9</b>	Recall basic facts shared between multiple texts.	Identify shared information across multiple texts with a supporting detail.	Integrate information across multiple texts and explain the topic, effectively using evidence.	Synthesize the way topics are presented across multiple texts, thoroughly integrating a variety of precise evidence.
<b>RI 5.10</b>	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
<b>RL 5.4, RI 5.4, L5.4-L5.6</b>	Use familiar strategies such as context or affixes to explore unfamiliar words. May rely on support.	Apply basic strategies (e.g., context, affixes, references) with growing independence.	Combine multiple strategies to determine the meaning of unfamiliar or multiple-meaning words in varied contexts.	Apply strategies independently and flexibly to analyze nuanced meanings in unfamiliar or technical texts.
	Use general or familiar vocabulary to express ideas. Begin to notice topic-specific terms.	Use academic or domain-specific vocabulary with growing accuracy and begin adjusting word choices for meaning.	Use vocabulary to signal relationships between ideas (e.g., contrast, cause, addition) in written and spoken explanations.	Select vocabulary purposefully to enhance clarity, precision, or tone in varied contexts.
	Recognize common figurative language or word relationships. May begin interpreting meaning in context.	Identify figurative language and explain basic relationships or connotations in grade-level texts.	Interpret figurative language and explain how comparisons or word groupings support understanding.	Analyze and explain how nuanced language, including figurative devices and word relationships, shape meaning and tone.

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

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<b>Text Complexity:</b>	<b>LEAST COMPLEX</b>	<b>RI.10/RL.10 – Read and comprehend appropriate texts independently</b>		<b>MOST COMPLEX</b>
<b>W5.1- W5.10</b>	<p>Share an opinion and may include a reason or example. Ideas may be loosely connected or shift focus.</p> <p>Provide ideas or facts related to a topic using words, lists, or basic explanations. Structure may be minimal.</p> <p>Share events or ideas in a basic order, often using simple language. May include a beginning or ending.</p>	<p>State a clear opinion and provide reasons with some supporting information. Organization may be uneven.</p> <p>Convey a clear focus with grouped information and basic use of transitions or formatting.</p> <p>Develop a story with a clear sequence and character or setting details. Use dialogue or transitions with some consistency.</p>	<p>State and support an opinion with logically ordered reasons and relevant information. Organization supports the purpose.</p> <p>Explain a topic with organized ideas, facts, and definitions, using transitions and formatting to support clarity.</p> <p>Tell a complete story using narrative techniques (e.g., dialogue, pacing, description) to show character and events.</p>	<p>Construct a persuasive opinion with well-chosen reasons, elaboration, and purposeful transitions that guide the reader.</p> <p>Develop the topic thoroughly with precise language, effective organization, and elaboration that deepens understanding.</p> <p>Use narrative craft to enhance meaning, with strong pacing, vivid detail, and intentional structure to shape the reader’s experience.</p>

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

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<b>L5.1-3 L5.6 W 5.1</b>	<p>Use basic sentence forms and familiar grammar patterns. May begin to vary words or phrasing.</p> <p>Use familiar conventions in everyday writing. Capital letters and punctuation appear in expected places most of the time.</p> <p>Use basic strategies (e.g., context or word parts) to understand familiar words.</p> <p>Recognize familiar phrases or word meanings in context.</p>	<p>Show growing control of grammar and begins to adjust word choice or structure for purpose.</p> <p>Apply capitalization, punctuation, and spelling with increasing accuracy in extended writing.</p> <p>Apply known strategies to determine word meanings in grade-level texts.</p> <p>Identify basic figurative language or shades of meaning.</p>	<p>Use appropriate grammar and varied sentence structures with attention to language that fits the task.</p> <p>Use grade-level conventions to support meaning and clarity. Any errors do not detract from understanding.</p> <p>Select and use multiple strategies to understand unfamiliar or precise vocabulary.</p> <p>Demonstrate understanding of figurative language, word relationships, and meaning nuances.</p>	<p>Apply grammar and word choice deliberately to strengthen clarity, tone, or effect.</p> <p>Apply conventions with precision to enhance readability and flow.</p> <p>Integrate strategies flexibly to interpret and use complex or nuanced language.</p> <p>Interpret and use figurative expressions or word nuances to enrich meaning or tone.</p>