

**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 6.1</b>    | Identify explicit information from the text.                   | Make a basic inference and provide a supporting detail but may not clearly connect it to analysis. | Cite clear textual evidence to support analysis of explicit ideas and reasonable inferences.                                | Strategically select and explain textual evidence to support complex, thoughtful interpretations. |
| <b>RL 6.2</b>    | Retell some events or ideas but may include personal opinions. | Identify a possible theme or message and provide a basic summary with limited opinion.             | Determine a theme, explain how it is developed with supporting details, and summarize objectively.                          | Analyze multiple themes and how they interact, creating a well-structured, objective summary.     |
| <b>RL 6.3</b>    | Identify characters, settings, and basic plot points.          | Describe changes in characters and key events in the plot.   | Explain how the plot unfolds and how character responses drive events and development of story elements.                    | Analyze how character decisions and interactions shape plot structure and thematic development.   |
| <b>RL 6.5</b>    | Identify basic parts of a text.                                | Describe some structural elements (e.g., chapter, scene, or stanza).                               | Analyze how structural elements (e.g., chapter, scene, or stanza) contribute to the development of theme, setting, or plot. | Analyze how structural choices enhance or deepen the meaning of the text.                         |
| <b>RL 6.6</b>    | Recognize a narrator or speaker.                               | Describe how a point of view is shown.   | Explain how the narrator’s or speaker’s perspective is revealed and developed.  | Analyze how authors’ choices shape readers’ understanding of the narrator or speaker.             |

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>RL 6.7</b>  | Recall a similarity/difference in multiple versions of a story.             | Identify similarities/differences between different presentations of a similar story. | Compare and contrast reading/viewing experiences with similar stories across different mediums.  | Evaluate how different media formats affect tone, meaning, or interpretation.                  |
| <b>RL 6.9</b>  | Recognize a difference in a form or genre (e.g., stories or poems) of text. | Identify some differences between forms or genres (e.g., stories or poems).           | Compare and contrast how similar themes are treated in different forms (e.g., stories or poems). | Analyze how genre or form (e.g., stories or poems) shapes the treatment of theme and tone.     |
| <b>RL 6.10</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. |

| Reading Informational Text <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 6.1</b>  | Recall basic facts or ideas.  | Find evidence and connect some ideas.  | Cite specific evidence to support analysis and inferences.  | Analyze strong evidence to support multiple interpretations.   |
| <b>RI 6.2</b>  | Identify a relevant topic or fact.  | Recognize the central idea and connect it to a supporting detail.                  | Determine the central idea and support it with key evidence and an objective summary.   | Synthesize central ideas and explain how multiple details reinforce meaning.   |
| <b>RI 6.3</b>  | Identify an important individual/idea/event.                                    | Describe how individuals/ideas/events are explained in the text.                   | Analyze interactions between key individuals/ ideas/events through text features (e.g., examples and anecdotes) and language.       | Explain how the author’s elaboration on individuals/ideas/events deepens meaning or reveals perspective.                 |
| <b>RI 6.5</b>  | Recognize text sections (e.g., sentences/ paragraphs/chapters) and transitions. | Describe how parts of a text (e.g., sentences/ paragraphs/chapters) are connected. | Analyze how text sections (e.g., sentences/paragraphs/chapters) build on each other and contribute to the development of key ideas. | Evaluate how organization (e.g., sentences/ paragraphs/chapters) enhances or limits readers’ understanding of key ideas. |
| <b>RI 6.6</b>  | Identify an author’s opinion.   | Describe how a viewpoint is shown through words or tone.                           | Determine and explain an author’s point of view using text evidence to distinguish a position.                                      | Analyze subtle techniques authors use to shape or persuade the reader.   |
| <b>RI 6.7</b>  | Recognize information from visuals and text.                                    | Connect visual to written information.   | Integrate information across different media or formats to build understanding of a topic or issue.                                 | Synthesize and evaluate information from multiple source types for deeper insight regarding a topic or issue.            |
| <b>RI 6.8</b>  | Identify opinions or points in a text.  | Recognize claims and some reasons with partial text support.                       | Trace and evaluate arguments and supporting evidence.   | Critique the logic, credibility, and sufficiency of arguments.   |

| Claim 2        | Below Proficient  | Approaching Proficient   | Proficient  | Above Proficient   |
|----------------|---|--|---|--|
| <b>RI 6.9</b>  | Identify a shared topic across texts.                         | Describe a difference in how topics are presented.   | Compare and contrast an author's presentation of key events with that of another.               | Synthesize ideas across texts and explain deeper similarities or conflicts.                        |
| <b>RI 6.10</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   |
| <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 6.4</b><br><b>RI 6.4</b><br><b>L6.4-6</b>                            | Recognize basic word meanings in texts with familiar vocabulary and context. | Determine the meaning of words/phrases using context clues.              | Interpret meaning of words/phrases in moderately complex sentences. | Analyze figurative and allusive meanings using context clues to delineate nuances. |

| Written Expression <i>Student performance indicates the ability to ...</i> |  |   |   |  |
|--|--|---|---|--|
| 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>W6.1-<br/>W6.10</b>   | State a claim and may begin to include a reason or example. May include unrelated or loosely connected ideas. Share ideas about a topic using lists, basic facts, or general statements. Structure may be minimal or unclear. Describe events or ideas using simple language. May include a basic beginning or ending. | State a clear claim and provide reasons supported by some evidence. Organization may be uneven. Present a clear topic with related facts and some use of structure or transitions. May begin to analyze or explain. Tell a story with a sequence of events, basic character or setting details, and some transitions. | Supports a claim with logical reasoning, relevant evidence, and a clear structure. Develop the topic with relevant facts, definitions, and concrete details organized logically with clear transitions. Develop a complete narrative with clear event sequences, character development, and narrative techniques. | Develop a well-supported argument with cohesive organization, relevant evidence, and effective transitions. Explain and analyze the topic thoroughly, using elaboration, precise vocabulary, and purposeful structure. Use structure, pacing, and description deliberately to craft a compelling narrative with voice and depth. |

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

| Claim 5       | Below Proficient   | Approaching Proficient  | Proficient   | Above Proficient   |
|---------------|--|---|--|--|
| <b>L6.1-3</b> | Use familiar grammar structures and may begin to vary sentence style.                | Apply basic grammar rules and start to revise sentence structure or word choice for clarity.      | Use grade-level grammar and sentence variety to communicate ideas clearly and appropriately.           | Apply grammar and style intentionally to create emphasis, rhythm, or voice.                          |
| <b>L6.6</b>   | Expression may rely on repetition or simple phrasing.                                | Show increasing accuracy with capitalization, punctuation, and spelling in longer tasks.          | Consistently use grade-level conventions to support meaning and organization.                          | Apply conventions precisely and purposefully to enhance clarity and readability.                     |
| <b>W6.1</b>   | Apply basic conventions (e.g., end punctuation, capitalization) in familiar writing. | Apply known strategies to determine the meaning of new words and begin using reference materials. | Select and apply a range of strategies to determine and clarify the meaning of grade-level vocabulary. | Flexibly integrates strategies and resources to interpret and use precise, domain-specific language. |
|               | Use context or familiar word parts to make sense of common unfamiliar words.         | Recognize common figures of speech or subtle meaning differences between words.                   | Demonstrate understanding of figurative language, connotation, and word relationships in context.      | Use figurative language and nuanced word choices to shape meaning, tone, or effect.                  |