

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
RL 7.1	Identify relevant ideas or details.	Make a basic inference and provide a supporting detail, which may not connect to an analysis.	Cite several key pieces of evidence to support explicit and inferential analysis.	Integrate multiple pieces of precise, varied evidence making inferences to form a coherent analysis.
RL 7.2	Identify a general topic or message, retelling minor plot events.	Identify a setting and theme, providing a basic summary with limited opinion.	Determine a theme, explain how it develops, and summarize objectively with key details.	Articulate nuanced themes and analyze their development, summarizing objectively with key details.
RL 7.3	Describe the beginning, middle, or end of a story and recognize key characters.	Describe basic character interactions or events.	Analyze how plot, character, and setting interact to develop the narrative.	Evaluate the impact of narrative elements on theme or tone.
RL 7.5	Identify basic structural elements.	Describe form (e.g., drama or poem) and its general purpose.	Analyze how form (e.g., drama or poem) or structure (e.g., soliloquy, sonnet) shapes meaning or mood.	Evaluate how form (e.g., drama or poem) and structure enhance or alter interpretation.
RL 7.6	Identify who is telling the story.	Describe differences in character/narrator perspectives.	Analyze how contrasting points of view develop characters or plot.	Critique the author’s use of perspective and its effect on readers.
RL 7.7	Identify a similarity/difference in multiple versions of the same story.	Describe similarities/differences in presentation and tone of multiple mediums with similar stories.	Compare and contrast different media/techniques on interpretation of similar stories, analyzing their effectiveness.	Evaluate how specific media techniques influence audience understanding of similar stories, explaining the advantages of specific techniques over others.

Claim 1	Below Proficient	Approaching Proficient	Proficient	Above Proficient
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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.

Text Complexity:	LEAST COMPLEX	<i>RI.10/RL.10 – Read and comprehend appropriate texts independently</i>		MOST COMPLEX
RL 7.9	Recognize a similarity and difference of an author’s fictional portrayal versus a historical account.	Describe an author’s fictional portrayal versus a historical account.	Compare and contrast how authors present fictional versus historical versions of events, using specific references.	Evaluate the impact of fictionalization on historical accuracy or theme.
RL 7.10	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 7.1	Locate explicit facts in a passage.	Identify relevant ideas and provide basic support for inferences.	Cite multiple key details to support analysis of explicit and inferred ideas.	Synthesize key details from different parts of the text to support nuanced analysis.
RI 7.2	Identify a single central idea.	Recognize a central idea and describe a key point.	Determine multiple central ideas, show their development, and summarize objectively.	Interpret central ideas across sections and synthesize for deeper meaning.
RI 7.3	Describe basic facts about individuals/events/ideas.	Identify some relationships among individuals/events/ideas.	Analyze how relationships among individuals/events/ideas contribute to understanding.	Evaluate how relationships among individuals/events/ideas shape a text’s structure and purpose.
RI 7.5	Identify visual/structural text features.	Describe basic purposes of text structure.	Explain how structural choices support understanding of main ideas representative of the whole text.	Analyze the impact of sophisticated structures on meaning and reader engagement.
RI 7.6	Recognize author’s purpose.	Identify persuasive language.	Determine an author’s point of view or purpose, analyzing how it is distinguished from others.	Evaluate the author’s rhetoric and its effect on the audience.
RI 7.7	Identify a similarity/difference between mediums (e.g., digital text/video).	Describe how a technique is presented in a particular medium (e.g., digital text/video).	Compare and contrast a written text to a multimedia version, analyzing how different mediums enhance or alter understanding of a subject.	Evaluate the effectiveness of multiple mediums (e.g., digital text/video) in presenting key ideas.
RI 7.8	Identify a claim in a text.	Distinguish between claims and evidence.	Trace and evaluate arguments and specific claims are analyzing whether the evidence supports the reasoning.	Critique the logic, evidence, and persuasiveness of the argument.

Claim 2	Below Proficient	Approaching Proficient	Proficient	Above Proficient
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RI 7.9	Recognize differences in two accounts of a topic.	Describe differences in authors' perspectives using a key detail.	Analyze how two authors emphasize different evidence or interpretations using key details.	Evaluate the impact of each author's interpretation of information, assessing the validity of the arguments.
RI 7.10	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 *Student performance indicates the ability to ...*

Claim 3	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX	RI.10/RL.10 – Read and comprehend appropriate texts independently		MOST COMPLEX
RL 7.4 RI 7.4 L7.4-7.6	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.	Adapt and cross-check strategies independently to clarify nuanced or unfamiliar language. Analyze how specific word choices influence tone, emphasis, or structure in academic and technical texts. Analyze the impact of figurative language, allusions, or sound devices on mood, tone, or meaning.	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 *Student performance indicates the ability to ...*

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	LEAST COMPLEX	RI.10/RL.10 – Read and comprehend appropriate texts independently		MOST COMPLEX
W7.1-7.10	State an opinion and provide a reason or supporting detail. Write facts on a topic with limited organization. Recount basic events in order with simple language.	Express a clear opinion and provide limited support. Organize ideas with a topic sentence and some details. Write a narrative including characters, setting, and some sequence of events.	Provide a well-developed response supported by logical reasons and evidence that is appropriate to the task, purpose, and audience. Clearly introduce a topic, organize related information, and provide supporting details. Develop characters, events, and use transitional words to write a narrative with coherence and clarity.	Construct a compelling response with multiple well-supported points, including a strong introduction, conclusion, and transitions. Elaborate on concepts with precise language, varied textual evidence, and cohesive organization and structure. Craft vivid narratives with strong voice, elaborated characters, and cohesive structure.

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

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
L7.1-3 L7.6 W7.1	Apply basic grammar and punctuation in simple sentences.	Use a mix of correct and incorrect grammar and conventions.	Use correct grammar, usage, capitalization, punctuation, and spelling in grade-level writing. Errors in written work are minimal and do not impact understanding.	Demonstrate strong command of complex conventions with precision and variety.