

**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.

**Key Ideas and Details** *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
CCRA.R.1-3 CCRA.R.10 CCRA.W.9 RL.9/10.1-3 RL.9/10.910 RI.9/10.1-3 RI.9/10.9-10 W.9/10.9 RH.9/10.1-3 RH.9/10.9-10	<p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Locate basic facts (e.g., names, dates, events) clearly stated in a text.</li> <li>Make limited logical conclusions to support explanation of a text.</li> <li>Partially paraphrase statements in a text.</li> </ul>	<p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Locate and interpret important details in a text.</li> <li>Make logical conclusions to support explanation of a text.</li> <li>Paraphrase some statements in a text.</li> </ul>	<p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Locate and interpret important details as well as minor or subtly stated details in a text.</li> <li>Make logical inferences and conclusions to support analysis of a text.</li> <li>Paraphrase most statements in a text.</li> </ul>	<p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Locate and thoroughly interpret important details as well as minor or subtly stated details in a text.</li> <li>Make sophisticated inferences and conclusions to support a thorough analysis of a text.</li> <li>Paraphrase virtually any statement in a text.</li> </ul>
	<p><b>Central Ideas, Themes, and Summaries:</b></p> <ul style="list-style-type: none"> <li>Determine the topic of a text.</li> <li>Summarize limited key supporting ideas and details in a text.</li> <li>Identify how some details support a central idea or theme in a text.</li> </ul>	<p><b>Central Ideas, Themes, and Summaries:</b></p> <ul style="list-style-type: none"> <li>Determine a central idea or theme in a text.</li> <li>Summarize some key supporting ideas and details in a text.</li> <li>Determine how some details support a central idea or theme in a text.</li> </ul>	<p><b>Central Ideas, Themes, and Summaries:</b></p> <ul style="list-style-type: none"> <li>Determine a central idea or theme in a text.</li> <li>Summarize key supporting ideas and details in a text.</li> <li>Analyze how details shape the development of a central idea or theme in a text.</li> </ul>	<p><b>Central Ideas, Themes, and Summaries:</b></p> <ul style="list-style-type: none"> <li>Infer a central idea or theme in a text OR determine multiple themes.</li> <li>Summarize key supporting ideas and details in a text.</li> <li>Analyze how details shape and refine the development of central ideas or themes in a text.</li> </ul>

Claim 1 Cont...	Below Proficient	Approaching Proficient	Proficient	Above Proficient
	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Determine when (e.g., first, last, before, after) an event occurs in a text.</li> <li>Identify some clearly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Identify simple cause-effect relationships within sentences.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order simple sequences of events in a text.</li> <li>Identify clearly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Determine simple cause-effect relationships within paragraphs.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order sequences of events in a text.</li> <li>Describe comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Explain clear cause-effect relationships in a text.</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Order complex sequences of events in a text.</li> <li>Analyze implied or subtly stated comparative relationships between characters, individuals, events, or ideas in a text.</li> <li>Analyze implied or subtly stated cause-effect relationships in a text.</li> </ul>

Craft and Structure <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
CCRA.R.4-6 CCRA.R.10 CCRA.W.9 CCRA.L.3-6 RL.9/10.2-6 RL.9/10.9-10 RI.9/10.2-6 RI.9/10.8-10 W.9/10.9 L.9/10.3-6 RH.9/10.4-6 RH.9/10.10 WHST.9/10.9 RST.9/10.4-6 RST.9/10.10	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Determine how simple words or phrases influence meaning.</li> <li>Identify some multiple-meaning words, as well as those with basic technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Determine how simple words or phrases influence meaning and/or tone.</li> <li>Interpret some multiple-meaning words, as well as those with basic technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Analyze how specific words or phrases influence meaning and tone.</li> <li>Interpret words and phrases, including multiple-meaning words, as well as those with technical, connotative, and figurative meanings.</li> </ul>	<b>Word Meanings and Word Choice:</b> <ul style="list-style-type: none"> <li>Analyze how specific words or phrases subtly shapes meaning and tone.</li> <li>Interpret virtually any word or phrase, including multiple-meaning words, as well as those with technical, connotative, and figurative meanings.</li> </ul>
	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Identify how a sentence, idea, choice, or event may relate to another part of a text.</li> <li>Identify straightforward structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Identify some organizational features of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Describe how one or more sentences, ideas, choices, or events relate to other parts of a text.</li> <li>Determine the function of straightforward structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Describe the organizational structure of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Analyze how one or more sentences, ideas, choices, or events relate to the text as a whole.</li> <li>Analyze the function of specific structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Analyze the organizational structure of a text.</li> </ul>	<b>Text Structure:</b> <ul style="list-style-type: none"> <li>Analyze how multiple sentences, ideas, choices, or events subtly relate to the text as a whole.</li> <li>Analyze the function and effect of specific structural elements (pacing, order of events, narrative techniques, etc.).</li> <li>Analyze the effectiveness of the organizational structure of a text.</li> </ul>

Claim 2 Cont...	Below Proficient	Approaching Proficient	Proficient	Above Proficient
	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Recognize elements of the author’s point of view (including cultural experience) or purpose.</li> <li>Identify some elements of content and style connected to the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Determine the author’s point of view (including cultural experience) and purpose.</li> <li>Recognize how some elements of content and style connect to the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Determine the author’s point of view (including cultural experience) and purpose.</li> <li>Analyze how content and style reflect the point of view or purpose.</li> </ul>	<b>Purpose and Point of View:</b> <ul style="list-style-type: none"> <li>Analyze the author’s point of view (including cultural experience) and purpose.</li> <li>Analyze how content and style advance the point of view or purpose.</li> </ul>

Integration of Knowledge and Ideas <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>CCRA.R.7-10</b> <b>CCRA.W.9</b> <b>RL.9/10.9-10</b> <b>RI.9/10.5-9</b> <b>RI.9/10.10</b> <b>W.9/10.9</b> <b>RH.9/10.6-10</b> <b>WHST.9/10.9</b> <b>RST.9/10.7-10</b>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify a clearly stated claim.</li> <li>Identify one or more sentences connected to a claim.</li> <li>Identify some elements of reasoning.</li> </ul> <b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make simple and straightforward comparisons between two passages.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify a central claim.</li> <li>Analyze how one or more sentences support a claim.</li> <li>Identify some elements of reasoning, including the use of some fallacies.</li> </ul> <b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Compare and/or contrast two passages.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Identify or infer a central claim.</li> <li>Analyze how one or more sentences support a claim, including whether the evidence is relevant and sufficient.</li> <li>Assess the validity of reasoning, including the use of fallacies.</li> </ul> <b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make logical conclusions using information from two literary narratives or informational texts.</li> </ul>	<b>Arguments:</b> <ul style="list-style-type: none"> <li>Infer a central claim.</li> <li>Analyze how one or more sentences subtly support a claim, including whether the evidence is persuasive, relevant, and sufficient.</li> <li>Evaluate the validity and persuasiveness of reasoning, including the use of fallacies.</li> </ul> <b>Multiple Texts:</b> <ul style="list-style-type: none"> <li>Make logical conclusions using information from multiple portions of two literary narratives or informational texts.</li> </ul>

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

Claim 4	Below Proficient	Approaching Proficient	Proficient	Above Proficient
Text Complexity:	<i>RI.10/RL.10 – Read and comprehend appropriate texts independently</i>			
<p>CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.9/10.1-5 W.9/10.10 L.9/10.3-6 WHST.9/10.1 WHST.9/10.2 WHST.9/10.4-5 WHST.9/10.10</p>	<p><b>LEAST COMPLEX</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Present a thesis that may be unclear or loosely related to the topic.</li> <li>Address a counter-perspective in a general or unrelated way.</li> <li>Include ideas or evidence that may not connect clearly to the claim.</li> <li>Present reasoning with limited connection between ideas.</li> </ul> <p><b>Organization, Unity, and Cohesion:</b></p> <ul style="list-style-type: none"> <li>Group ideas with limited clarity.</li> <li>Use transitions in a minimal or unclear way.</li> <li>Provide a conclusion that may not align with the thesis.</li> </ul>	<p><b>Approaching Proficient</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Present a thesis that reflects a perspective on the topic.</li> <li>Address at least one counter-perspective.</li> <li>Include ideas and evidence that support the claim, with some awareness of audience.</li> <li>Present reasoning that includes connected ideas and examples.</li> </ul> <p><b>Organization, Unity, and Cohesion:</b></p> <ul style="list-style-type: none"> <li>Group most ideas logically.</li> <li>Use transitions to connect some ideas within and between paragraphs.</li> <li>Provide a conclusion that relates to the thesis.</li> </ul>	<p><b>Proficient</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Present a clear thesis that establishes a perspective.</li> <li>Address counter-perspectives with relevant analysis.</li> <li>Include ideas and evidence that support the claim and consider audience needs.</li> <li>Present reasoning that logically connects claims and evidence.</li> </ul> <p><b>Organization, Unity, and Cohesion:</b></p> <ul style="list-style-type: none"> <li>Group and sequence ideas around a central thesis.</li> <li>Use transitions consistently to clarify relationships among ideas.</li> <li>Provide a conclusion that supports the thesis.</li> </ul>	<p><b>Above Proficient</b></p> <p><b>MOST COMPLEX</b></p> <p><b>Topic Development in Terms of Purpose and Focus:</b></p> <ul style="list-style-type: none"> <li>Present a clear thesis that introduces a nuanced perspective.</li> <li>Address multiple counter-perspectives with relevant analysis.</li> <li>Include ideas and evidence that support the claim and anticipate audience needs or perspectives.</li> <li>Present reasoning that connects ideas with a purposeful sense of significance.</li> </ul> <p><b>Organization, Unity, and Cohesion:</b></p> <ul style="list-style-type: none"> <li>Group and sequence ideas to guide the reader through a clear progression of ideas.</li> <li>Use transitions to strengthen clarity and cohesion.</li> <li>Provide a conclusion that reinforces and extends the thesis.</li> </ul>

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

Claim 5	Below Proficient	Approaching Proficient	Proficient	Above Proficient
<p>CCRA.W.1-5 CCRA.W.10 CCRA.L.1-3 CCRA.L.6 W.9/10.1-5 W.9/10.10 L.9/10.1-5 WHST.9/10.1-2 WHST.9/10.4-5 WHST.9/10.10</p>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make word choices that reflect basic understanding.</li> <li>Use voice, tone, or diction in ways that may not match the purpose or topic.</li> </ul> <p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences that show an attempt to use varied structures.</li> <li>May use phrases or clauses inaccurately or with limited variety.</li> </ul> <p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Use grammar, usage, or spelling in ways that may obscure meaning.</li> <li>Errors may occur frequently across a response.</li> </ul> <p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Use punctuation or capitalization in ways that may distract or confuse the reader.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make general word choices with some attention to purpose and topic.</li> <li>Use voice, tone, or diction with partial alignment to the writing task.</li> </ul> <p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences with some variation and mostly accurate use of phrases and clauses.</li> </ul> <p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Use grammar, usage, and spelling with some errors that occasionally distract but generally allow meaning to come through.</li> </ul> <p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Use punctuation and capitalization with some errors that may affect understanding.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Make precise word choices that support meaning.</li> <li>Use voice, tone, and diction that are appropriate for the purpose and topic.</li> </ul> <p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences with accurate use of parallel structure, phrases, and clauses to convey meaning and add interest.</li> </ul> <p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Use grammar, usage, and spelling with few errors that do not interfere with understanding.</li> </ul> <p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Use punctuation and capitalization with few errors that rarely affect meaning.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>Choose words intentionally to shape meaning or tone.</li> <li>Use voice, tone, and diction that enhance purpose and engage the audience.</li> </ul> <p><b>Sentence Structure and Formation:</b></p> <ul style="list-style-type: none"> <li>Compose sentences that vary structure and use phrases and clauses purposefully to create clarity, rhythm, or emphasis.</li> </ul> <p><b>Usage Conventions:</b></p> <ul style="list-style-type: none"> <li>Use grammar, usage, and spelling with strong control and minimal errors that support clarity and precision.</li> </ul> <p><b>Punctuation and Capitalization Conventions:</b></p> <ul style="list-style-type: none"> <li>Use punctuation and capitalization consistently and clearly to support meaning and readability.</li> </ul>