



Initial Achievement Level Descriptors and College Readiness Policy

Introduction

The Smarter Balanced Assessment Consortium (Smarter Balanced) has developed an interconnected system of initial achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics. The ALDs are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims (see Definition of Terms). ALDs are commonly used in K-12 statewide assessments to explain the knowledge, skills, and processes (KSPs) students display at predetermined levels of achievement (e.g., Basic, Proficient, and Advanced). ALDs are often found on student-level reports or on state aggregate reports so that stakeholders, such as parents and teachers, can understand the types of KSPs that students have demonstrated on an assessment.

In its Content Specifications, Smarter Balanced defined the assessment claims and has articulated how the CCSS would be demonstrated with assessment items and tasks. At a finer level of detail, the Content Specifications also include assessment targets, which map the standards in the CCSS onto statements of evidence that will be collected through the assessment. The ALDs presented in this document were developed by referring consistently to the Content Specifications and the CCSS. As a result, the ALDs reflect the depth and rigor of the CCSS as well as the way in which Smarter Balanced intends to assess the CCSS.

The ALDs presented in this document represent a new direction in the focus and purpose of ALDs. In the past, ALDs were developed near the end of the test development cycle and could only summarize student performance. In the new approach, ALDs are developed at the beginning of the test development cycle so that expectations for student performance may guide the way tests are conceived and produced.

There is an additional unique aspect of these ALDs. Because the CCSS are grounded in expectations for college and career readiness, the Smarter Balanced assessments are being deliberately designed to measure each student's progress toward meeting those expectations. The ALDs presented in this document are linked to an operational definition of college readiness as well as a policy framework to guide score interpretation for high schools and colleges. At this time, Smarter Balanced does not have a parallel operational definition and framework for career readiness, but it is working toward this end and will amend this document when those materials are ready for public review.

Definition of Terms

Assessment claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessment. Grades 3–8 and Grade 11 each have one overall claim encompassing the entire content area for ELA/literacy and one for mathematics. For each content area, there are four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims.

Content categories are sub-categories that apply to some, but not all, specific content claims. For example, within the specific content claim "Reading," there are two content categories: "Informational Text" and "Literary Text."

Assessment targets connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

Standard setting is a process whereby educators recommend threshold test scores that separate students into achievement levels.

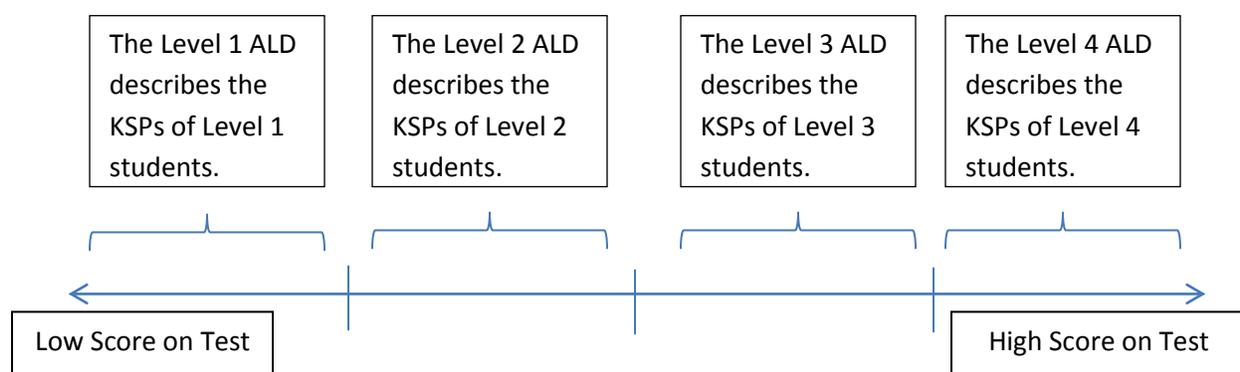
Governing States are member states that have committed to using the Smarter Balanced Assessment system and have voting privileges on Consortium policy; 21 of the Consortium's 25 member states are Governing States.

This document provides an overview of the ALDs including their use and purpose, summarizes the process used to create the ALDs, describes the designation of college and career readiness for Grade 11 students, and provides the proposed ALDs. Readers are encouraged to provide Smarter Balanced with feedback on this document.

What Are Achievement Level Descriptors?

Achievement level descriptors are a means of describing performance on a standardized test in terms of levels or categories of performance. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the KSPs demonstrated by students in each category of performance. Figure 1 (below) shows the relationship between performance on a standardized assessment and the ALDs.

Figure 1. Relationship between Test Performance and ALDs



The most commonly understood use of ALDs is to communicate the meaning of test scores. When reporting scores using ALDs, parents, teachers, and other stakeholders are provided summaries of the different levels of performance in terms that can be readily understood. It is important to recognize, however, that there are other purposes for ALDs beyond their use with score reporting, including guidance for policy and standard setting (establishment of “cut scores”), as well as item development. To address the entire set of purposes, Smarter Balanced has developed a system of interrelated ALDs that support the entire testing program. This system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. Policy descriptors set the tone for and are embedded within subsequent descriptors. These ALDs are very high-level and are most often used by policymakers.
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing. Range ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels.
- **Threshold ALDs** are created in conjunction with or following Range ALDs and are used to guide standard setting. Threshold ALDs are a subset of Range ALDs and use only the information from Range ALDs that defines the minimum performance required to be considered as meeting the achievement level expectation.
- **Reporting ALDs** are the final ALDs and are developed following standard setting. They provide guidance to stakeholders for interpreting student performance on the test. These ALDs will be developed after the standard setting in summer of 2014.

Table 1. ALDs by Use, Purpose, and Intended Audience

ALD Type	Use	Purpose	Intended Audience
Policy	Test development and conceptualization	Set tone for the rigor of performance standards expected by sponsoring agency	Policymakers
Range	Item-writing guidance	Define content range and limits	Item writers and test developers
Threshold	Cut-score recommendation and standard-setting guidance	Define threshold performance at each achievement level	Standard-setting panelists
Reporting	Test-score interpretation	Describe the KSPs that test takers demonstrate and indicate the knowledge and skills that must be developed to attain the next level of achievement	Stakeholders, such as parents, students, teachers, K-12 leaders, and higher education officials

The policy, range, and threshold ALDs provided with this report are labeled as “initial” because they will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. This will ensure a seamless integration of the ALDs with student performance measures.

Developing Achievement Level Descriptors for Smarter Balanced

Smarter Balanced held an ALD-writing workshop at the beginning of October 2012 to draft its initial Policy, Range, and Threshold ALDs. K-12 and higher education representatives from each Governing State participated in the workshop. The workshop panelists included K-12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing achievement level descriptors or learning outcome statements were nominated by their states’ K-12 and Higher Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, volunteer leaders, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners who were primary writers of the CCSS attended the workshop to act as expert advisors.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications (www.smarterbalanced.org/smarter-balanced-assessments/) and the Common Core State Standards (www.corestandards.org). For the Policy ALDs, the panelists delineated the Smarter Balanced overall claims and specific content claims described in the Content Specifications into achievement levels. The Range and Threshold ALDs drew upon the assessment targets in the Smarter Balanced Content Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

Policy ALDs

For both ELA/literacy and mathematics, Smarter Balanced has an overall claim for Grades 3–8 and an overall claim for Grade 11, as shown in Table 2 below. In addition, there are four specific content claims for ELA/literacy and for mathematics. Table 3 below lists the specific content claims for each content area. Through these claims, Smarter Balanced has made an assertion about the desired performance of students. Policy ALDs are associated with both the overall claims and the specific content claims. For the sake of clarity, the ALDs associated with the overall claims will be referred to as “Policy ALDs,” and the ALDs associated with the specific content claims will be referred to as “Content ALDs”.

Table 2. Smarter Balanced Overall Claims

Overall Claim for Grades 3–8	Students can demonstrate progress toward college and career readiness in ELA/literacy [or mathematics].
Overall Claim for Grade 11	Students can demonstrate college and career readiness in ELA/literacy [or mathematics].

Table 3. Smarter Balanced Specific Content Claims for ELA/Literacy and Mathematics

Claim	ELA/Literacy	Mathematics
1	Reading —Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Concepts and Procedures —Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
2	Writing —Students can produce effective and well-grounded writing for a range of purposes and audiences.	Problem Solving —Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
3	Speaking and Listening —Students can employ effective speaking and listening skills for a range of purposes and audiences.	Communicating Reasoning —Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
4	Research —Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.	Modeling and Data Analysis —Students can analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.

Defining Phrases. During the workshop, the panelists created and discussed defining phrases that would delineate the overall claim into four expected levels of performance, which comprise the Policy ALDs. The defining phrases are two to five words that provide context for the expectations of student in each achievement level. The Grade 11 overall claim was delineated into the following four levels (with the defining phrases bolded):

- The Level 4 student demonstrates **deep command** of the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates **sufficient command** of the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates **partial command** of the knowledge and skills associated with college and career readiness.
- The Level 1 student demonstrates **minimal command** of the knowledge and skills associated with college and career readiness.

The overall claims for Grades 3–8 were delineated using the same defining phrases (deep command, sufficient command, partial command, and minimal command).

The panelists also delineated the specific content claims presented in Table 3 (see previous page) into the four achievement levels (referred to as “Content ALDs”). A Student will receive a sub-score for each of the specific content claims, with one exception: in mathematics, because of the close relationship between problem solving and modeling, specific content claims 2 and 4 will be combined for reporting purposes.

College Content Readiness

Representatives of higher education have been working closely with Smarter Balanced in the development of the Smarter Balanced assessments. This partnership is important because a primary goal of Smarter Balanced is that colleges and universities use student performance on the assessment system as evidence of readiness for college. Specifically, a test score that results in achievement levels 3 or 4 will be evidence that the student is ready for credit-bearing coursework and may be exempted from remedial or developmental courses. In order to guide colleges and universities, schools, students, and parents in interpreting student performance, an operational definition of “college readiness” and a policy framework were developed by state K-12 and Higher Education Leads, as well as the faculty and teachers representing their states at the ALD-writing workshop. Together, the operational definition and policy framework describe what a college readiness designation means in the context of the Smarter Balanced Assessment System and how colleges and universities, schools, students, and parents should interpret student performance. The operational definition and policy framework were developed over the course of several meetings with the state K-12 and Higher Education Leads, as well as the participants at the ALD-writing workshop. After each meeting, the draft was further refined. As the ALDs are the initial version, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, not all of which will be measured by the Smarter Balanced assessments. As a result, Smarter Balanced narrowed the focus of its college readiness definition to content readiness

in the core areas of ELA/literacy and mathematics (see Table 4 below). Further, Smarter Balanced recognizes the limits of relying on a single test score for making high-stakes decisions and fully supports the use of multiple measures to determine student course placement in higher education. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education (see Table 5 below). Finally, the college content-readiness definition and policy framework are not designed to inform college or university admission decisions because the Smarter Balanced assessments are not being developed for that purpose.

Table 4. College Content-Readiness Definition

English Language Arts/Literacy	Students who perform at the College Content-Ready level in English language arts/literacy demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses. These students also demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines.
Mathematics	Students who perform at the College Content-Ready level in mathematics demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics or statistics courses. These students also demonstrate quantitative reasoning skills necessary for introductory courses in a variety of disciplines.

Table 5. Policy Framework for Grade 11 Achievement Levels

Level	Policy ALD	College Content Readiness	Implications for Grade 12 and College Placement
4	Demonstrates deep command of the knowledge and skills associated with college and career readiness	Student is exempt from developmental course work.	States/districts/colleges may offer advanced courses (such as AP, IB, or dual enrollment) for these students. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine student placement in advanced courses beyond an initial entry-level course.
3	Demonstrates sufficient command of the knowledge and skills associated with college and career readiness	Student is exempt from developmental course work, <i>contingent on evidence of continued learning in Grade 12.</i>	Within each state, higher education and K-12 officials determine appropriate evidence of continued learning (such as test scores or course grades). Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine student placement in advanced courses beyond an initial entry-level course.
2	Demonstrates partial command of the knowledge and skills associated with college and career readiness	Student needs support to meet college readiness standard.	States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

1	Demonstrates minimal command of the knowledge and skills associated with college and career readiness	Student needs substantial support to meet college readiness standard.	States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.
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Score Expiration Guidance. Because some students do not proceed directly from high school to college, the Consortium will develop guidance for colleges and universities on how long the Grade 11 assessment score should be considered valid. This guidance will be developed in collaboration with the Consortium’s psychometric experts, content specialists, and higher education leads.

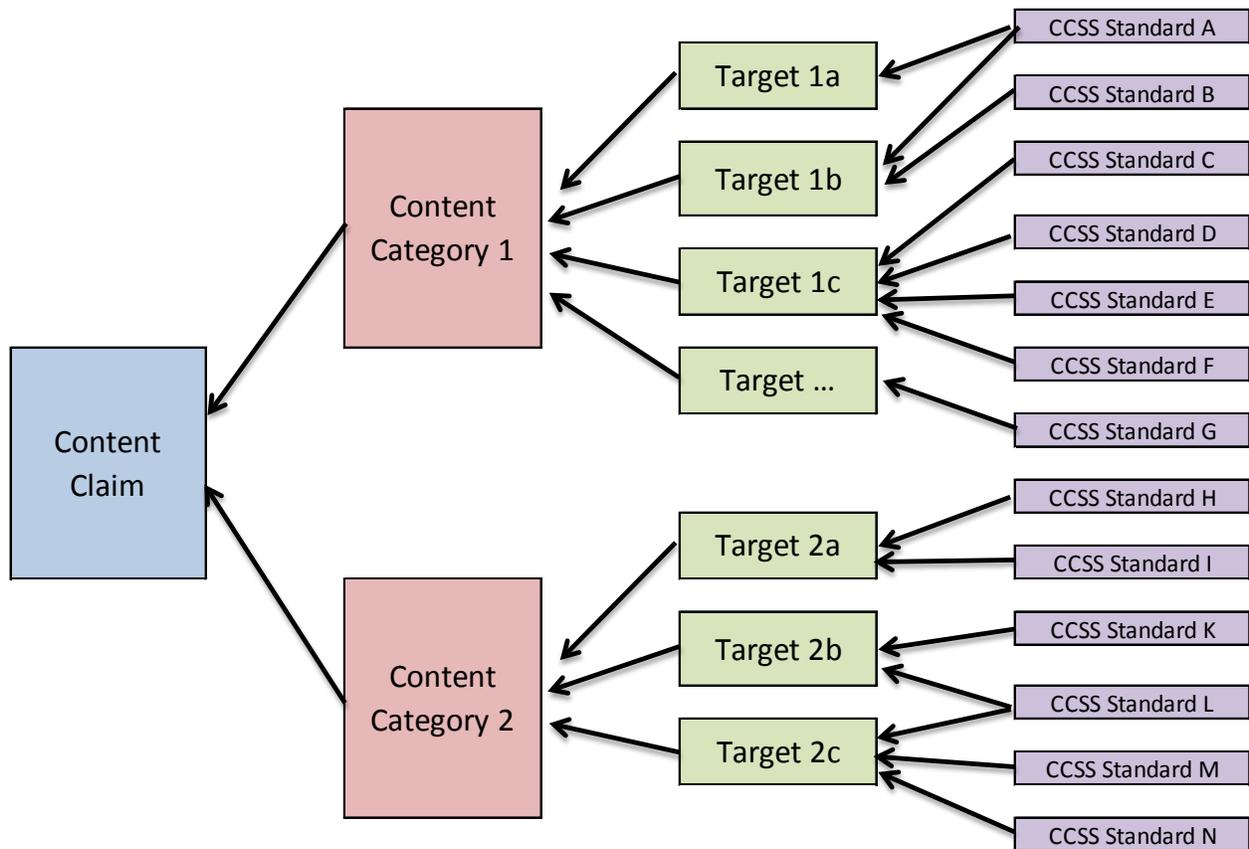
Validation. It will be important to validate the chosen cut scores through longitudinal studies of students who completed the Smarter Balanced assessments in Grade 11 and subsequently entered higher education. The first such students will enter higher education in the fall of 2016. As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes input on the best approach and criterion for testing this important element of predictive validity.

Career Readiness. The Smarter Balanced overall claim asserts that a student can demonstrate career readiness in addition to college readiness. Smarter Balanced is committed to preparing students for both the workforce and for college, as specified by the CCSS. Smarter Balanced is working with experts in career readiness to determine how the assessment can best advise students on their readiness for postsecondary career pursuits. Further information will be appended to this document once it is ready for public review and comment.

Range and Threshold ALDs

The ALD-writing workshop panelists wrote Range ALDs for each assessment target and Threshold ALDs for each content category associated with the specific content claims. Figure 2 (on the next page) provides a graphic representation of the relationship among claims, content categories, assessment targets, and the related standards in the CCSS. The panelists worked from an abbreviated version of the Smarter Balanced Content Specifications, in which the assessment targets were juxtaposed to the related standards from the CCSS. First, the panelists delineated Range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications as well as the CCSS. This method ensured a high level of fidelity to the standards. Once the Range ALDs were drafted, the panelists created Threshold ALDs by identifying those KSPs within each Range ALD that would be necessary to enter the achievement level.

Figure 2. Relationship among Content Claims, Content Categories, Assessment Targets, and Standards



Presentation of ALDs.

Table 6 shows generic versions of the Policy, Range, and Threshold ALDs. The ALDs are presented in matrices to emphasize the way in which all types of ALDs work together to create a comprehensive final product. There are separate matrices for ELA/literacy and mathematics at each grade level. Within each matrix:

- The Policy ALDs for the overall claim are shown in the top row (in blue).
- The second row (in blue) displays Content ALDs for one of the four specific content claims.
- Under the Policy and Content ALDs, the content category for each specific content claim is presented in red.
- The Range ALDs are presented in green for each assessment target within a given content category.
- At the end of each content category, the Threshold ALDs are shown in the row with no color.

The Threshold ALDs are presented at the level of the content category, while the Range ALDs are presented at the level of the assessment target. The rows then repeat for each set of content categories under each specific content claim.

Table 6. Example of Policy, Range, and Threshold ALD Matrix

Title: ELA/Literacy or Mathematics, Grade Level				
Overall Claim (e.g., Grade 11 ELA/literacy)	Policy ALD for Level 1	Policy ALD for Level 2	Policy ALD for Level 3	Policy ALD for Level 4
Specific Content Claim 1 (e.g., “Reading”)	Content ALD Level 1 based on Claim 1	Content ALD Level 2 based on Claim 1	Content ALD Level 3 based on Claim 1	Content ALD Level 4 based on Claim 1
Content Category 1 for Specific Content Claim 1 (e.g., “Literary Text”)				
Assessment Target 1 (e.g., “Key Details”)	Range ALD for Level 1 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 2 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 3 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 4 based on Assessment Target 1 and CCSS standards that underlie Target 1
Assessment Target 2 (e.g., “Central Ideas”)	Range ALD for Level 1...	Range ALD for Level 2...	Range ALD for Level 3...	Range ALD for Level 4...
⋮	⋮	⋮	⋮	⋮
Threshold ALDs (Expectations for Students at the Cut Scores) for the Content Category		Threshold ALD for Level 2 student derived from Range ALDs for Content Category 1	Threshold ALD for Level 3 student derived from Range ALDs for Content Category 1	Threshold ALD for Level 4 student derived from Range ALDs for Content Category 1
Content Category 2 for Specific Content Claim 1 (e.g., “Informational Text”)				
Assessment Target 1	Range ALD for Level 1 ...	Range ALD for Level 2...	Range ALD for Level 3...	Range ALD for Level 4...

Next Steps

The purpose of the ALD-writing workshop was to create drafts of the Policy, Range, and Threshold ALDs and to finalize the draft college content-readiness definition and policy framework that would be reviewed and revised by a broader audience from the Smarter Balanced member states. This public review provides an opportunity for a wide array of constituents to provide feedback to Smarter Balanced, which is due January 15, 2013. Feedback is collected through an online survey tool. All comments and suggestions will be considered. A revised draft will be circulated to member states in February 2013 in advance of a Governing State vote in mid-March to approve the initial ALDs.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Texts				
Target 1. KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences.	Level 1 students should be able to use details and information from the text to minimally support answers or basic inferences.	Level 2 students should be able to use explicit details and information from the text to partially support answers or basic inferences.	Level 3 students should be able to sufficiently use explicit details and information from the text to accurately support answers or basic inferences.	Level 4 students should be able to accurately use explicit details and information from the text to thoroughly support answers or basic inferences.
Target 2. CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text.	Level 1 students should be able to, with significant support, identify central ideas, key events, or the sequence of events presented in a text.	Level 2 students should be able to, with some support, identify or summarize central ideas, key events, or the sequence of events presented in a text.	Level 3 students should be able to sufficiently identify or summarize central ideas, key events, or the sequence of events presented in a text.	Level 4 students should be able to consistently identify and summarize central ideas, key events, or the sequence of events presented in a text.
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).	Level 1 students should be able to, with sufficient support, determine the intended meanings of words, including words with multiple meanings, words based on context, word relationships, and word structure, or rely heavily on use of resources.	Level 2 students should be able to, with minimal support, determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.	Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.	Level 4 students should be able to determine intended meanings of tier 2 words found in on-grade and above-grade content, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.

Grade 3

<p>Target 4. REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message.</p>	<p>Level 1 students should be able to, with sufficient support, use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message.</p>	<p>Level 2 students should be able to, with minimal support, use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message and explain their own point of view.</p>	<p>Level 3 students should be able to sufficiently use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message and distinguish their own point of view from that of the narrator or characters.</p>	<p>Level 4 students should be able to thoroughly use supporting evidence with great detail to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message and clearly distinguish their own point of view from that of the narrator or characters.</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem-solution, theme).</p>	<p>Level 1 students should be able to, with significant support, specify or compare relationships across texts (e.g., literary elements, problem-solution, theme).</p>	<p>Level 2 students should be able to, with minimal support, specify or compare relationships across texts (e.g., literary elements, problem-solution, theme).</p>	<p>Level 3 students should be able to sufficiently specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, theme).</p>	<p>Level 4 students should be able to thoroughly specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, theme).</p>
<p>Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.</p>	<p>Level 1 students should be able to minimally demonstrate knowledge of text structures or text features to explain, interpret, or connect information.</p>	<p>Level 2 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information.</p>	<p>Level 3 students should be able to sufficiently demonstrate knowledge of text structures and text features to explain, interpret, or connect information.</p>	<p>Level 4 students should be able to consistently demonstrate, in depth, knowledge of text structures and text features to explain, interpret, and connect information.</p>
<p>Target 7. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</p>	<p>Level 1 students should be able to, with significant support, interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</p>	<p>Level 2 students should be able to, with support, interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</p>	<p>Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</p>	<p>Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in above-grade-level text.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Use details and information from text to partially support answers or basic inferences. • With support, summarize central ideas, key events, or the sequence of events presented in a text. • With support, determine intended meaning of grade-level words through context, relationships, structure, or resources. • With support, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts. • Specify or compare relationships across texts 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Use explicit details and information from the text to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in text. • Determine intended meaning of grade-level words through context, relationships, structure, or resources. • Interpret and explain his or her own inferences and the author's message and distinguish his or her own point of view from that of the narrator or 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Use explicit details and information from the text to sufficiently support answers and basic inferences. • Identify and summarize central ideas, key events, or the sequence of events presented in a text. • Begin to use context, relationships, structure, or resources to determine above-grade-level words. • Use evidence to interpret and explain inferences and distinguish his or her point of view from that of the narrator/character.

Grade 3

		<p>with minimal support.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of text structures or text features. • Interpret use of language by distinguishing literal from non-literal meanings of grade-level words or phrases used in context with support. 	<p>characters with minimal support.</p> <ul style="list-style-type: none"> • Specify and compare or contrast relationships across texts. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information. • Interpret use of language by distinguishing literal from non-literal meanings of grade-level words or phrases used in context. 	<ul style="list-style-type: none"> • Specify, compare, and contrast relationships across texts. • Sufficiently demonstrate knowledge of text structures and text features to interpret or explain/connect information. • Begin to interpret use of language by distinguishing literal from non-literal meanings of above-grade-level words or phrases used in context.
Informational Text				
<p>Target 8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.</p>	<p>Level 1 students should be able to identify details and information from the text to support answers or inferences about information presented with significant support.</p>	<p>Level 2 students should be able to identify explicit details and information from the text to support answers and inferences about information presented with minimal support.</p>	<p>Level 3 students should be able to sufficiently identify explicit details and information from the text to support answers or inferences about information presented.</p>	<p>Level 4 students should be able to skillfully identify and thoroughly explain explicit details and information from the text to support answers and inferences about information presented.</p>
<p>Target 9. CENTRAL IDEAS: Identify or summarize central ideas/key events, or procedures and details that support them.</p>	<p>Level 1 students should be able to identify central ideas/key events, procedures, or details that support them with significant support.</p>	<p>Level 2 students should be able to identify or summarize central ideas/key events, or procedures and details that support them with minimal support.</p>	<p>Level 3 students should be able to sufficiently identify or summarize central ideas/key events, or procedures and details that support them.</p>	<p>Level 4 students should be able to consistently identify and summarize central ideas/key events, procedures, and details that support them.</p>
<p>Target 10. WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).</p>	<p>Level 1 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources with significant support.</p>	<p>Level 2 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources with minimal support.</p>	<p>Level 3 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources.</p>	<p>Level 4 students should be able to determine intended meanings of above-grade-level words, including domain-specific (tier 3) words and academic words (tier 2) with multiple meanings, based on context, word relationships, word structure, or use of resources.</p>
<p>Target 11. REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or</p>	<p>Level 1 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts with significant support.</p>	<p>Level 2 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently use supporting evidence to interpret and explain how information is presented or connected within or across texts.</p>	<p>Level 4 students should be able to thoroughly use supporting evidence to interpret and explain how information is presented and connected within or across above-grade-level texts.</p>

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across texts (author's point of view, ideas and supporting details, relationships).				
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).	Level 1 students should be able to specify, integrate, or compare information within or across texts with sufficient support.	Level 2 students should be able to specify, integrate, or compare information within or across texts with minimal support.	Level 3 students should be able to sufficiently specify, integrate, and compare information within and across texts.	Level 4 students should be able to thoroughly specify, integrate, and compare information within or across two above-grade-level texts on the same topic.
Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.	Level 1 students should be able to demonstrate knowledge of basic text structures or text features with significant support.	Level 2 students should be able to demonstrate knowledge of text structures or text features to obtain, interpret, or explain information with minimal support.	Level 3 students should be able to sufficiently relate knowledge of text structures or text features to obtain, interpret, or explain information.	Level 4 students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, or explain information.
Target 14. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context with significant support.	Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context with minimal support.	Level 3 students should be able to sufficiently interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of above-grade-level words and phrases used in context.
Expectations for Students at the Cut Scores		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Identify details and information from the text to support answers or inferences with minimal support. Identify or summarize central ideas/key events, or the procedures or details that support them with minimal support. Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources with minimal support. Use supporting evidence to interpret and explain how information is presented across texts with minimal support. Specify, integrate, or compare information within or across texts with minimal support. Demonstrate knowledge of text structures or features to obtain, interpret, or explain information with minimal support. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Identify explicit details and information from the text to support answers or inferences. Identify or summarize central ideas/key events, or procedures or details that support them. Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources. Use supporting evidence to interpret and explain how information is presented across texts. Specify, integrate, and compare information within and across texts. Demonstrate knowledge of text structures or text features to obtain, 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Identify explicit details and information from the text to support answers and inferences. Identify and summarize central ideas/key events, procedures and details that support them. Begin to determine meanings of above-grade-level words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources. Begin to use sufficient supporting evidence to interpret and explain how information is presented across above-grade-level texts. Begin to specify, integrate, and compare information within and across above-grade-level texts. Thoroughly demonstrate knowledge

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		<ul style="list-style-type: none">• Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context with minimal support.	<p>interpret, explain, and connect information.</p> <ul style="list-style-type: none">• Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	<p>of text structures and text features to obtain, interpret, and explain information.</p> <ul style="list-style-type: none">• Begin to interpret use of language by distinguishing literal from non-literal meanings of above-grade-level words and phrases used in context.
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<p><i>Overall Claim:</i> Students can demonstrate progress toward college and career readiness in English language arts and literacy.</p>	<p><i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i></p>
<p>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><i>Level 1 students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</i></p>	<p><i>Level 2 students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</i></p>	<p><i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p>
<p>Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	<p>Level 1 students should be able to minimally write or revise one simple-structure paragraph demonstrating use of narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose.</p>	<p>Level 2 students should be able to write or revise one paragraph demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose.</p>	<p>Level 3 students should be able to write or revise one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose.</p>
<p>Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p>Level 1 students should be able to write simple compositions demonstrating minimal use of narrative techniques, chronology, structure, or transitional strategies for coherence.</p>	<p>Level 2 students should be able to write full compositions demonstrating some narrative techniques, chronology, structure, transitional strategies for coherence, or authors' craft with minimal demonstration of purpose.</p>	<p>Level 3 students should be able to write full compositions demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, structures, or authors' craft appropriate to purpose.</p>	<p>Level 4 students should be able to write full, complex compositions clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, structures, and authors' craft appropriate to purpose.</p>

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<p>Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.</p>	<p>Level 1 students should be able to write or revise one simple-structure informational/explanatory paragraph demonstrating minimal ability to organize ideas by stating a focus, including transitional strategies for coherence, or a conclusion.</p>	<p>Level 2 students should be able to write or revise one informational/explanatory paragraph demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or a conclusion.</p>	<p>Level 3 students should be able to write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.</p>	<p>Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph clearly demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.</p>
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt), and an appropriate conclusion.</p>	<p>Level 1 students should be able to write full, simple informational/explanatory texts on a topic, minimally demonstrating attention to purpose and audience; weak organization of ideas with underdeveloped focus; minimal structures and transitional strategies for coherence; include few supporting details, and an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write full informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include some supporting details; and a conclusion.</p>	<p>Level 3 students should be able to write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; include supporting details; and an appropriate conclusion.</p>	<p>Level 4 students should be able to write full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; include well-developed supporting details; and an appropriate conclusion.</p>
<p>Target 5. USE TEXT FEATURES: Use text features (illustrations) in informational texts to enhance meaning.</p>	<p>Level 1 students should be able to, with significant support, use text features in informational text to enhance meaning.</p>	<p>Level 2 students should be able to, with minimal support, use text features in informational text to enhance meaning.</p>	<p>Level 3 students should be able to use text features in informational text to enhance meaning.</p>	<p>Level 4 students should be able to use text features in above-grade informational texts to enhance meaning.</p>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>	<p>Level 1 students should be able to write or revise one simple-structure paragraph, demonstrating minimal ability to state an opinion about a topic or source: loosely organize ideas using linking words, develop few supporting reasons, or provide a partial or underdeveloped conclusion.</p>	<p>Level 2 students should be able to write or revise one paragraph, demonstrating ability to state an opinion about a topic or source: set a context, organize ideas using linking words, develop supporting reasons, or provide a conclusion.</p>	<p>Level 3 students should be able to write or revise one or more paragraphs, demonstrating sufficient ability to state opinions about topics or sources: set a context, organize ideas using linking words or phrases, develop supporting reasons, and provide an appropriate conclusion.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph, demonstrating ability to clearly state opinions about topics or sources: set a context, effectively organize ideas using linking words or phrases, develop supporting reasons, and provide a strong conclusion.</p>

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<p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.</p>	<p>Level 1 students should be able to write simple opinion pieces, demonstrating minimal ability to state opinions about topics or sources, attend to purpose and audience, organize very few ideas by stating a context and focus, include loose structures and transitional strategies for coherence, develop few supporting reasons, and provide an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.</p>	<p>Level 3 students should be able to sufficiently write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop sufficient supporting reasons, and provide an appropriate conclusion.</p>	<p>Level 4 students should be able to write full, complex opinion pieces, demonstrating ability to clearly state opinions about topics or sources, attend to purpose and audience, effectively organize ideas by stating a well-developed context and focus, include more complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate, strong conclusion.</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 1 students should be able to use language and vocabulary, with significant support, that is minimally appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 2 students should be able to use language and vocabulary, with minimal support, that is somewhat appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 3 students should be able to accurately use language and vocabulary appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 4 students should be able to accurately use above-grade-level language and vocabulary appropriate to the purpose and audience when revising or composing texts.</p>
<p>Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 1 students should be able to, with significant support, apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 2 students should be able to, with minimal support, apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 3 students should be able to sufficiently apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 4 students should be able to apply and edit above-grade-level grammar, usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>
<p>Target 10. TECHNOLOGY: Use tools of technology to produce texts.</p>	<p>Level 1 students should be able to use tools of technology to produce texts with significant support.</p>	<p>Level 2 students should be able to use tools of technology to produce texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently use tools of technology to produce texts.</p>	<p>Level 4 students should be able to use multiple tools of technology to produce texts.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose. • Write full, simple compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or authors' craft with possible demonstration of purpose. • Write or revise one simple-structure 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or authors' craft with minimal demonstration of purpose. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques:

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		<p>informational/explanatory paragraph, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, minimal supporting details, or a conclusion.</p> <ul style="list-style-type: none"> • Write or revise full, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include some supporting details, and a conclusion. • Use text features in information texts to enhance meaning with minimal support. • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion. • Write full, simple opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a partial conclusion. • With support, use grade-level language and vocabulary that is somewhat appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with minimal support. • Use tools of technology to produce texts with minimal support. 	<ul style="list-style-type: none"> • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts without support. 	<p>chronology, appropriate transitional strategies for coherence, structure, and authors' craft appropriate to purpose.</p> <ul style="list-style-type: none"> • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, or supporting details, and an appropriate conclusion. • Begin to use text features in above-grade-level texts to enhance meaning. • Begin to write or revise one or more strong paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate and a strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use above-grade-level language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriate above-grade-level grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
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Overall Claim: <i>Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
CLAIM 3: <i>Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i>	<i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i>	<i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i>	<i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i>
Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.	Level 1 students should be able to interpret or use information delivered orally or audio-visually with significant support.	Level 2 students should be able to interpret or use information delivered orally or audio-visually with minimal support.	Level 3 students should be able to accurately interpret and sufficiently use information delivered orally or audio-visually.	Level 4 students should be able to critically interpret and use information delivered orally or audio-visually.
Expectations for Students at the Cut Scores		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Interpret or use information delivered orally or audio-visually with some support. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Interpret and use information delivered orally or audio-visually without support. 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Begin to critically interpret and use information delivered orally or audio-visually.

Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to answer a question or to investigate a topic or concept.	Level 1 students should be able to conduct short, simple research projects to minimally answer a question or investigate a topic or concept.	Level 2 students should be able to conduct short, limited research projects to answer a question or investigate a topic or concept.	Level 3 students should be able to conduct short research projects to sufficiently answer a question or investigate a topic or concept.	Level 4 students should be able to conduct short research projects to answer more than one question or investigate topics or concepts.
Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details; select information from data or print and nonprint text sources.	Level 1 students should be able to locate information to support ideas and details; select information from data or print and non-print text sources with support.	Level 2 students should be able to locate information to support central ideas and key details; select information from data or print and non-print text sources with support.	Level 3 students should be able to locate sufficient and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.	Level 4 students should be able to locate critical, above-grade-level information to support central ideas and key details; select information from data or print and non-print text sources.
Target 4. USE EVIDENCE: Generate opinions and cite evidence to support them based on prior knowledge and information collected.	Level 1 students should be able to generate unsupported opinions.	Level 2 students should be able to generate opinions and include evidence to support the opinions based on information collected.	Level 3 students should be able to generate opinions and cite evidence to support the opinions based on prior knowledge and information collected.	Level 4 students should be able to generate opinions and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.

Grade 3

<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Conduct simple research projects to answer a question or to investigate a topic or concept. • Locate information to support ideas and details; select information from data or print and non-print text sources with minimal support. • Generate opinions with minimal evidence to support the opinions based on information collected. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Conduct short, limited research projects to answer a question or to investigate a topic or concept. • Locate information to support central ideas and key details; select information from data or print and non-print text sources without support. • Generate opinions with evidence to support the opinion based on prior knowledge and information collected. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to conduct short research projects to answer one or more questions or to investigate topics or concepts. • Begin to locate critical, above-grade-level information to support central ideas and key details; select information from data or print and non-print text sources. • Begin to generate opinions and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Texts				
Target 1. KEY DETAILS: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.	Level 1 students should be able to identify details and information from the text to minimally support answers or inferences provided by the item.	Level 2 students should be able to identify details and information from the text to partially support answers or inferences provided by the item.	Level 3 students should be able to identify explicit details and implicit information from the text to support answers or inferences provided by the item.	Level 4 students should be able to identify and explain explicit details and implicit information from the text to support answers and inferences provided by the item.
Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.	Level 1 students should be able to, with sufficient support, identify or summarize central ideas/key events.	Level 2 students should be able to, with minimal support, identify or summarize central ideas/key events.	Level 3 students should be able to identify or summarize central ideas/key events.	Level 4 students should be able to consistently identify and summarize central ideas/key events.
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).	Level 1 students should be able to, with sufficient support, determine the intended meanings of words, including words with multiple meanings, words based on context, word relationships, or rely heavily on use of resources.	Level 2 students should be able to, with minimal support, determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.	Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.	Level 4 students should be able to determine intended meanings of above-grade-level words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources.

GRADE 4

<p>Target 4. REASONING & EVIDENCE: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author's message).</p>	<p>Level 1 students should be able to, with significant support, use supporting evidence to justify/explain their own inferences.</p>	<p>Level 2 students should be able to, with minimal support, use supporting evidence to justify/explain their own inferences.</p>	<p>Level 3 students should be able to use sufficient supporting evidence to justify/explain their own inferences.</p>	<p>Level 4 students should be able to use extensive supporting evidence to justify/explain in depth their own inferences.</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).</p>	<p>Level 1 students should be able to interpret, specify, or compare how information is presented across texts with significant support.</p>	<p>Level 2 students should be able to interpret, specify, or compare how information is presented across texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently interpret, specify, or compare how information is presented across texts.</p>	<p>Level 4 students should be able to use extensive detail to interpret, specify, or compare how information is presented across above-grade-level texts.</p>
<p>Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.</p>	<p>Level 1 students should be able to relate minimal knowledge of text structures, genre-specific features, or formats in order to obtain, interpret, explain, or connect information within text.</p>	<p>Level 2 students should be able to relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text.</p>	<p>Level 3 students should be able sufficiently relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text.</p>	<p>Level 4 students should be able to thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text.</p>
<p>Target 7. LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 1 students should be able to determine figurative language, literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 2 students should be able to determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone.</p>	<p>Level 3 students should be able to determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 4 students should be able to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context in above-grade-level texts and explain the impact of those word choices on meaning and tone.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Identify details and information from the text to minimally support answers and inferences. • Identify or summarize central ideas/key events with support. • Determine the intended meanings of words, including words with multiple meanings, 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Identify details and information from the text to support answers and inferences. • Identify or summarize central ideas/key events with minimal support. • Begin to determine the intended 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Identify explicit details and implicit information from the text to support answers. • Begin to consistently identify and summarize central ideas/key events. • Begin to determine the intended

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		<p>words in context, word relationships, word structure, and use resources, with support.</p> <ul style="list-style-type: none"> • Use supporting evidence to justify/explain own inferences with some support. • Interpret, specify, or compare how information is presented across texts with support. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text. • Determine figurative language, literary devices, or connotative meanings of words and phrases used in context. 	<p>meanings of words, including words with multiple meanings, words in context, word relationships, word structure, and use resources without support.</p> <ul style="list-style-type: none"> • Use supporting evidence to justify/explain own inferences without support. • Interpret, specify, or compare how information is presented across texts without support. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone. 	<p>meanings of above-grade-level words, including words with multiple meanings, words in context, word relationships, word structure, and use resources.</p> <ul style="list-style-type: none"> • Begin to use extensive supporting evidence to justify/explain own inferences in depth. • Begin to use extensive detail to interpret, specify, or compare how information is presented across above-grade level texts. • Thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within text. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context in above-grade level texts and explain the impact of those word choices on meaning and tone.
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Informational Text

<p>Target 8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented and provided to them.</p>	<p>Level 1 students should be able to identify details and information from the text to minimally support answers or basic inferences about information presented and provided.</p>	<p>Level 2 students should be able to identify details and information from the text to partially support answers or basic inferences about information presented and provided.</p>	<p>Level 3 students should be able to identify explicit details and implicit information from the text to support answers or basic inferences presented and provided.</p>	<p>Level 4 students should be able to identify and explain explicit details and implicit information from the text to support answers and basic inferences presented and provided.</p>
<p>Target 9. CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures.</p>	<p>Level 1 students should be able to, with sufficient support, identify central ideas, key events, or procedures.</p>	<p>Level 2 students should be able to, with minimal support, identify or summarize central ideas, key events, or procedures .</p>	<p>Level 3 students should be able to identify or summarize central ideas, key events, or procedures.</p>	<p>Level 4 students should be able to consistently identify and summarize central ideas, key events, or procedures.</p>
<p>Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use</p>	<p>Level 1 students should be able to, with sufficient support, determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or rely heavily on use of resources.</p>	<p>Level 2 students should be able to, with minimal support, determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p>Level 3 students should be able to determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p>Level 4 students should be able to determine the intended meanings of above-grade-level words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>

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<p>of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>				
<p>Target 11. REASONING & EVIDENCE: Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, ideas).</p>	<p>Level 1 students should be able to, with significant support, use supporting evidence to justify or interpret how information is presented.</p>	<p>Level 2 students should be able to, with minimal support, use supporting evidence to justify or interpret how information is presented or integrated.</p>	<p>Level 3 students should be able to sufficiently use supporting evidence to justify or interpret how information is presented or integrated.</p>	<p>Level 4 students should be able to use detailed supporting evidence to justify or interpret how information is presented or integrated.</p>
<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).</p>	<p>Level 1 students should be able to interpret, explain, or connect information presented within or across texts with significant support.</p>	<p>Level 2 students should be able to interpret, explain, or connect information presented within or across texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently interpret, explain, or connect information presented within or across texts.</p>	<p>Level 4 students should be able to succinctly interpret, explain, or connect information presented within or across above-grade level texts.</p>
<p>Target 13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.</p>	<p>Level 1 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information with significant support.</p>	<p>Level 2 students should be able to relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information with minimal support.</p>	<p>Level 3 students should be able to sufficiently relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information.</p>	<p>Level 4 students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information.</p>
<p>Target 14. LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 1 students should be able to determine figurative language/literary devices or connotative meanings of words and phrases used in context.</p>	<p>Level 2 students should be able to determine or interpret, with support, figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone.</p>	<p>Level 3 students should be able to sufficiently determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 4 students should be able to determine or interpret figurative language/literary devices or connotative meanings of above-grade-level words and phrases used in context and the impact of those word choices on meaning and tone.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Identify details and information from the text to support answers or basic inferences about information presented, with support. • Identify central ideas, key events, and 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Identify details and information from the text to support answers or basic inferences about information presented and provided without 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to identify and explain explicit details and implicit information from the text to support answers and inferences about information

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		<p>procedures with support.</p> <ul style="list-style-type: none"> • Determine intended meanings of words, academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or partial reliance on use of resources with support. • Use supporting evidence to justify or interpret how information is presented, with support. • Interpret, explain, or connect information presented within or across texts with support. • Relate knowledge of text structures or text features to obtain, interpret, or explain information with support. • Determine figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone. 	<p>support.</p> <ul style="list-style-type: none"> • Identify or summarize, with some support, central ideas, key events, and procedures. • Determine intended meanings of words, academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to complex texts in all disciplines, without support. • Use supporting evidence to justify or interpret how information is presented or integrated. • Interpret, explain, or connect information presented within or across texts without support. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone. 	<p>presented and provided.</p> <ul style="list-style-type: none"> • Identify and summarize central ideas, key details, and procedures. • Begin to determine the intended meanings of above-grade-level words, academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, words based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to complex texts in all disciplines. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated. • Begin to interpret, explain, or connect information presented within or across above-grade-level texts. • Begin to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information. • Begin to determine or interpret figurative language/literary devices or connotative meanings of above-grade-level words and phrases used in context and the impact of those word choices on meaning and tone.
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<p><i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i></p>	<p><i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i></p>
<p><i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Level 1 students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</i></p>	<p><i>Level 2 students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</i></p>	<p><i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p>

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<p>Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	<p>Level 1 students should be able to write or revise one simple-structure paragraph, demonstrating minimal use of narrative techniques, chronology, or appropriate transitional strategies for coherence.</p>	<p>Level 2 students should be able to write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft with misdirected purpose.</p>	<p>Level 3 students should be able to write or revise one or more paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose.</p>
<p>Target 2. COMPOSE FULL TEXTS: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p>Level 1 students should be able to write full, simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies for coherence.</p>	<p>Level 2 students should be able to write full compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft with misdirected purpose.</p>	<p>Level 3 students should be able to write full compositions, sufficiently demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</p>	<p>Level 4 students should be able to write full, complex compositions, clearly demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</p>
<p>Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>Level 1 students should be able to write or revise one simple-structure informational/explanatory paragraph, rarely demonstrating ability to organize ideas by stating a focus, including supporting evidence and some elaboration, or writing body paragraphs, or an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write or revise one informational/explanatory paragraph, minimally demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion.</p>	<p>Level 3 students should be able to write or revise one or more informational/explanatory paragraphs, sufficiently demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph, clearly demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, and writing body paragraphs and a strong conclusion appropriate to purpose and audience.</p>

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<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</p>	<p>Level 1 students should be able to write full, simple informational/explanatory texts on a topic, rarely attending to purpose and audience; use minimal organization of ideas with underdeveloped focus and minimal structures and transitional strategies for coherence; and include minimal evidence and elaboration and an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; and include evidence, elaboration and a conclusion.</p>	<p>Level 3 students should be able to write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; include supporting evidence and elaboration; and develop an appropriate conclusion.</p>	<p>Level 4 students should be able to write full, complex informational/explanatory texts on a topic, clearly attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; include strong supporting evidence and elaboration; and include a well-developed, appropriate conclusion.</p>
<p>Target 5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>Level 1 students should be able to, with significant support, use text features in informational texts to enhance meaning.</p>	<p>Level 2 students should be able to, with minimal support, use text features in informational texts to enhance meaning.</p>	<p>Level 3 students should be able to sufficiently use text features in informational text to enhance meaning.</p>	<p>Level 4 students should be able to use text features in above-grade-level informational texts to enhance meaning.</p>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.</p>	<p>Level 1 students should be able to write or revise one simple paragraph, minimally demonstrating ability to state opinions about topics or sources, include few organized ideas, loosely develop evidence/reasons and elaboration, or include an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write or revise one paragraph, partially demonstrating ability to state opinions about topics or sources, set a loose context, minimally organize ideas, develop evidence/reasons and elaboration, or develop a conclusion with limited purpose and audience.</p>	<p>Level 3 students should be able to sufficiently write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph, clearly demonstrating ability to state opinions about topics or sources, set a clear context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop a well-stated conclusion appropriate to purpose and audience.</p>
<p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate</p>	<p>Level 1 students should be able to write simple opinion pieces, demonstrating minimal ability to state an opinion about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; and include few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop a conclusion.</p>	<p>Level 3 students should be able to sufficiently write full opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop an appropriate conclusion.</p>	<p>Level 4 students should be able to, write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, effectively attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitions for coherence; develop strong supporting evidence/reasons and elaboration; and develop an appropriate, well-developed conclusion.</p>

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<p>to prompt) and elaboration, and develop an appropriate conclusion.</p>				
<p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 1 students should be able to, with significant support, strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.</p>	<p>Level 2 students should be able to, with minimal support, strategically use language and vocabulary appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 3 students should be able to sufficiently and strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.</p>	<p>Level 4 students should be able to strategically and effectively use above-grade-level language and vocabulary appropriate to purpose and audience when revising or composing complex texts.</p>
<p>Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 1 students should be able to apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with significant support.</p>	<p>Level 2 students should be able to apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 4 students should be able to apply or edit above-grade-level appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>

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<p>Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.</p>	<p>Level 1 students should be able to use tools of technology to gather information, make revisions, or produce texts with significant support.</p>	<p>Level 2 students should be able to use tools of technology to gather information, make revisions, or produce texts with minimal support.</p>	<p>Level 3 students should be able to sufficiently use tools of technology to gather information, make revisions, or to produce texts.</p>	<p>Level 4 students should be able to use multiple tools of technology to gather information, make revisions, and produce texts.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one simple-structure paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft. • Write full, simple compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or authors' craft. • Write or revise one simple-structure informational/explanatory paragraph, occasionally demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs with a partial conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; use minimal organization of ideas by stating a focus; include structures and transitional strategies for coherence; and include evidence, elaboration, and a partial conclusion. • Use few text features in information text to enhance meaning, with support. • Write or revise one simple paragraph, somewhat demonstrating ability to state opinions about topics or sources, include few organized ideas, loosely develop evidence/reasons and elaboration, or include an undeveloped conclusion. • Write simple opinion pieces demonstrating minimal ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include structures and transitional strategies for coherence; include few supporting /reasons/evidence; and include a partial conclusion. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, or develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in above-grade-level information texts to enhance meaning. • Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration,

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		<ul style="list-style-type: none"> • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts with support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support. • Use tools of technology to gather information, make revisions, or produce texts with support. 	<p>or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and begin to develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts without support. 	<p>and develop an appropriate, strong conclusion.</p> <ul style="list-style-type: none"> • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use above-grade-level language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit above-grade-level appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
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<p><i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i></p>	<p><i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i></p>
<p><i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i></p>	<p><i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i></p>	<p><i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i></p>	<p><i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i></p>	<p><i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i></p>
<p>Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.</p>	<p>Level 1 students should be able to interpret and use information delivered orally or audio-visually with significant support.</p>	<p>Level 2 students should be able to interpret and use information delivered orally or audio-visually with minimal support.</p>	<p>Level 3 students should be able to accurately interpret and use information delivered orally or audio-visually.</p>	<p>Level 4 students should be able to critically interpret and use information delivered orally or audio-visually.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually with support. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Interpret and use information delivered orally or audio-visually without support. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to critically interpret and use information delivered orally or audio-visually.

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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
CLAIM 4: <i>Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.	Level 1 students should be able to conduct simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.	Level 2 students should be able to conduct short, limited research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.	Level 3 students should be able to sufficiently conduct short research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.	Level 4 students should be able to conduct research projects to critically answer multi-step questions or to effectively investigate and paraphrase different aspects of a broader topic or concept.
Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.	Level 1 students should be able to locate information to support ideas and select information from data or print and non-print text sources.	Level 2 students should be able to locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources.	Level 3 students should be able to sufficiently locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources.	Level 4 students should be able to locate information to strongly support central ideas and subtopics, and select and integrate critical information from two or more data or print and non-print text sources.
Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).	Level 1 students should be able to distinguish relevant-irrelevant information with sufficient support.	Level 2 students should be able to distinguish relevant-irrelevant information with minimal support.	Level 3 students should be able to sufficiently distinguish relevant-irrelevant information.	Level 4 students should be able to thoroughly distinguish relevant-irrelevant information from multiple sources.
Target 4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.	Level 1 students should be able to generate minimal conjectures or opinions.	Level 2 students should be able to generate partial conjectures or opinions and include partial evidence to support them based on prior knowledge and evidence collected.	Level 3 students should be able to sufficiently generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.	Level 4 students should be able to generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on prior knowledge and evidence collected and analyzed.
Expectations for Students at the Cut Scores		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Conduct simple research projects to answer single-step questions, or to 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Conduct short, limited research projects to answer multi-step 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Begin to conduct research projects to answer multi-step questions, or to

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		<p>investigate and paraphrase different aspects of a narrow topic or concept.</p> <ul style="list-style-type: none"> • Locate information to support ideas and select information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support. • Generate minimal conjectures or opinions. 	<p>questions, or to investigate and paraphrase different aspects of a broader topic or concept.</p> <ul style="list-style-type: none"> • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on prior knowledge and evidence collected. 	<p>investigate and paraphrase different aspects of a broader topic or concept.</p> <ul style="list-style-type: none"> • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to thoroughly distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on prior knowledge and evidence collected and analyzed.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Texts				
Target 1. KEY DETAILS: Identify explicit details and implicit information from the text to support answers or inferences about information provided by the item.	Level 1 students should be able to, with significant support, minimally identify details and information to support answers regarding or inferences made from texts of low complexity.	Level 2 students should be able to identify some details and information from the text to support answers regarding or inferences made from texts of low complexity.	Level 3 students should be able to identify explicit details and implicit information to support answers regarding or inferences made from grade-level texts.	Level 4 students should be able to identify explicit details and implicit information to support answers regarding or inferences made from highly complex grade-level texts.
Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.	Level 1 students should be able to identify or summarize central ideas/key events with significant support in texts of low complexity.	Level 2 students should be able to identify or summarize central ideas/key events with minimal support in texts of low complexity.	Level 3 students should be able to accurately identify or summarize central ideas/key events in grade-level texts.	Level 4 students should be able to concisely and accurately summarize central ideas/key events in highly complex grade-level texts.
Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).	Level 1 students should be able to, with significant support, determine the intended meaning of a few common grade-appropriate words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 2 students should be able to, with some support, determine the intended meaning of some common grade-appropriate words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 3 students should be able to determine the intended or precise meaning of most common grade-appropriate words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 4 students should be able to determine the intended or precise meaning of an extensive range of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).
Target 4. REASONING & EVIDENCE: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions,	Level 1 students should be able to, with significant support, minimally use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) of texts of low complexity.	Level 2 students should be able to, with minimal support, use some supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) of texts of low complexity.	Level 3 students should be able to use sufficient and relevant supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) of texts.	Level 4 students should be able to use thorough and insightful supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) of highly complex texts.

<p>point of view).</p>				
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).</p>	<p>Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), compare how information is presented within a text, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).</p>	<p>Level 2 students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), compare how information is presented within or across texts, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).</p>	<p>Level 3 students should be able to analyze or compare how information is presented within or across texts, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).</p>	<p>Level 4 students should be able to provide an in-depth analysis or comparison of how information is presented within or across highly complex -texts, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).</p>
<p>Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.</p>	<p>Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), provide a limited analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), provide a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to provide a sufficient and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of -text and the impact of those choices on meaning or presentation.</p>	<p>Level 4 students should be able to provide thorough and insightful analyses of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of highly complex text and the impact of those choices on meaning or presentation.</p>
<p>Target 7. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 1 students should be able to, with significant support (e.g., highlighted text), correctly identify some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 2 students should be able to, with minimal support (e.g., highlighted text), correctly identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 3 students should be able to accurately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 4 students should be able to accurately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context as well as their impact on reader interpretation.</p>

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<p><i>Expectations for Students at the Cut Scores</i></p>		<p>With some support, and/or using texts of low complexity, the student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events • Determine the intended meaning of some grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information • Interpret the meaning of some common figurative language. 	<p>Using moderately complex texts, the student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from text. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. With some consistency, analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation. 	<p>Using complex texts, the student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Consistently cite specific and relevant textual evidence to support conclusions drawn from text. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. Analyze and/or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
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Informational Text

<p>Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.</p>	<p>Level 1 students should be able to, with significant support (e.g., highlighted text), use limited information from text to support answers or inferences about information presented in texts of low complexity.</p>	<p>Level 2 students should be able to, with minimal support (e.g., highlighted text), use some information from text to support answers or inferences about information presented in texts of moderate complexity.</p>	<p>Level 3 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate complexity.</p>	<p>Level 4 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in complex texts.</p>
<p>Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.</p>	<p>Level 1 students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.</p>	<p>Level 2 students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low and moderate complexity.</p>	<p>Level 3 students should be able to provide meaningful and relevant summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.</p>	<p>Level 4 students should be able to provide meaningful and relevant summaries of central ideas, key events, procedures, or topics and subtopics in highly complex texts.</p>
<p>Target 10. WORD MEANINGS: Determine intended meanings of</p>	<p>Level 1 students should be able to, with significant support, determine the intended meaning of a few common,</p>	<p>Level 2 students should be able to, with some support, determine the intended meaning of some common, grade-appropriate words, including</p>	<p>Level 3 students should be able to determine the intended or precise meaning of many common, grade-appropriate words, including</p>	<p>Level 4 students should be able to determine the intended or precise meaning of most common, grade-appropriate words, including</p>

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words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	grade-appropriate words, including academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts in all disciplines.	academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts in all disciplines.	academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.
Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).	Level 1 students should be able to, with significant support (e.g., shorter passages), minimally use supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of low complexity.	Level 2 students should be able to, with minimal support, use some supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in one or more texts of moderate complexity.	Level 3 students should be able to use sufficient, relevant supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in one or more texts of moderate complexity).	Level 4 students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in one or more highly complex texts.
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts, showing relationships among targeted aspects (point of view, genre features, topic).	Level 1 students should be able to, with significant support (e.g., shorter passages), minimally use evidence to compare how information (events, people, ideas, topic) is presented in texts of low complexity.	Level 2 students should be able to, with minimal support (e.g., shorter passages), use some evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of low and moderate complexity. .	Level 3 students should be able to analyze or compare how information (events, people, ideas, topic) is presented within or across moderately complex and complex texts.	Level 4 students should be able to effectively analyze or compare how information (events, people, ideas, topic) is presented within or across highly complex texts.
Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts.	Level 1 students should be able to, with significant support (e.g., shorter passages), relate knowledge of text structures to identify information across texts of low complexity.	Level 2 students should be able to, with minimal support (e.g., shorter passages), relate knowledge of text structures to compare or make obvious connections using information across texts of low and moderate complexity.	Level 3 students should be able to relate knowledge of text structures to effectively compare or connect information across moderately complex and complex texts.	Level 4 students should be able to relate knowledge of text structures to make advanced comparisons or insightful connections using information across highly complex texts
Target 14. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes,	Level 1 students should be able to, with significant support (e.g., highlighted text), identify some common figurative language (e.g., metaphors, similes,	Level 2 students should be able to, with minimal support (e.g., highlighted text), identify or interpret some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or	Level 3 students should be able to identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words	Level 4 students should be able to interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases

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<p>idioms), use of literary devices, or connotative meanings of words and phrases used in context.</p>	<p>idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.</p>	<p>connotative meanings of words and phrases used in context in texts of low and moderate complexity.</p>	<p>and phrases used in moderately complex and complex texts.</p>	<p>used in highly complex texts.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>With some support, and/or using minimally to moderately complex -texts, the student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events..Determine the intended meaning of some grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information • Interpret the meaning of some common figurative language. 	<p>Using moderately complex -texts, the student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from text. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words. Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts. 	<p>Using highly complex -texts, the student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Consistently cite specific, relevant textual evidence to support conclusions drawn from texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic (tier 2) and domain-specific (tier 3) words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. Analyze and/or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across texts.

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<p><i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i></p>	<p><i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i></p>
<p><i>CLAIM 2: Students can produce effective writing for a range of purpose and audiences.</i></p>	<p><i>Level 1 students should be able to produce simplistic and poorly supported writing without consideration of purpose and audience.</i></p>	<p><i>Level 2 students should be able to produce surface-level and under-developed writing for a limited range of purposes and audiences.</i></p>	<p><i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i></p>	<p><i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i></p>
<p>Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	<p>Level 1 students should be able to write or revise one simply structured paragraph, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.</p>	<p>Level 2 students should be able to write or revise one paragraph, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft, including an underdeveloped conclusion.</p>	<p>Level 3 students should be able to write or revise one or more paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose, including a conclusion.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose, including a strong conclusion.</p>
<p>Target 2. COMPOSE FULL TEXTS: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, events).</p>	<p>Level 1 students should be able to plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.</p>	<p>Level 2 students should be able to plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, and/or authors' craft.</p>	<p>Level 3 students should be able to plan, write, revise, and edit full compositions, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose.</p>	<p>Level 4 students should be able to plan, write, revise, and edit full and complex compositions, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose.</p>

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<p>Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>Level 1 students should be able to write or revise one simply structured informational/explanatory paragraph, minimally demonstrating ability to organize ideas by stating a weak focus or weak supporting evidence, providing some elaboration, or writing weak body paragraphs or an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write or revise one informational/explanatory paragraph, demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion.</p>	<p>Level 3 students should be able to write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience.</p>
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</p>	<p>Level 1 students should be able to plan, write, revise, and edit full, simple informational/explanatory text on a topic, minimally attending to purpose and audience, weakly organizing ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, including minimal evidence and elaboration, and an underdeveloped conclusion.</p>	<p>Level 2 students should be able to plan, write, revise, and edit full informational/explanatory text on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.</p>	<p>Level 3 students should be able to plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion.</p>	<p>Level 4 students should be able to plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including strong supporting evidence and elaboration and a well-developed, appropriate conclusion.</p>
<p>Target 5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>Level 1 students should be able to use a few appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>Level 2 students should be able to use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>Level 3 students should be able to use appropriate and effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>	<p>Level 4 students should be able to use effective and sophisticated text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</p>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to</p>	<p>Level 1 students should be able to write or revise one simple paragraph, minimally demonstrating ability to state opinions about topics or sources or to include ideas using linking words or phrases, loosely developing evidence/reasons and elaboration, and including an underdeveloped conclusion.</p>	<p>Level 2 students should be able to write or revise one paragraph, demonstrating in a limited way the ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and elaboration, or develop a conclusion.</p>	<p>Level 3 students should be able to write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.</p>	<p>Level 4 students should be able to write or revise more than one complex paragraph, clearly demonstrating ability to state opinions about topics or sources, set a clear context, efficiently organize ideas using linking words or phrases, develop strong supporting evidence/reasons and elaboration, or develop a well-stated conclusion appropriate to purpose and audience.</p>

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purpose and audience.				
<p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</p>	<p>Level 1 students should be able to plan, write, revise, and edit simple opinion pieces, minimally demonstrating ability to state an opinion about a topic or source, minimally attending to purpose and audience, weakly organize ideas by stating a context and focus, use few structures and transitional strategies for coherence, identify evidence/reasons, and include an underdeveloped conclusion.</p>	<p>Level 2 students should be able to plan, write, revise, and edit opinion pieces, demonstrating in a limited way the ability to state opinions about topics or sources, minimally attending to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop evidence/reasons and elaboration, and develop a conclusion.</p>	<p>Level 3 students should be able to plan, write, revise, and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting evidence/reasons and elaboration, and develop an appropriate conclusion.</p>	<p>Level 4 students should be able to plan, write, revise, and edit full, complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organize ideas by stating a context and focus, include more complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, well-developed conclusion.</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 1 students should be able to, with significant support (e.g., select from a word list), use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 2 students should be able to, with minimal support, use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 3 students should be able to strategically use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 4 students should be able to strategically use an extensive range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>
<p>Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</p>	<p>Level 1 students should be able to minimally edit text, demonstrating a limited command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</p>	<p>Level 2 students should be able to apply and edit text, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</p>	<p>Level 3 students should be able to proficiently apply and edit text, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</p>	<p>Level 4 students should be able to effectively apply and edit text, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</p>
<p>Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.</p>	<p>Level 1 students should be able to, with substantial guidance and support, minimally use the tools of technology (including the Internet) to produce and publish writing.</p>	<p>Level 2 students should be able to, with some guidance and support, use the tools of technology (including the Internet) to produce and publish writing.</p>	<p>Level 3 students should be able to proficiently use the tools of technology (including the Internet) to produce and publish writing.</p>	<p>Level 4 students should be able to, with little or no guidance and support, effectively use the tools of technology (including the Internet) to produce and publish writing.</p>

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<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or authors' craft. • Write or revise one informational/explanatory paragraph, minimally demonstrating ability to organize ideas by stating a focus, including some transitional strategies for coherence, or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience, organizing some ideas by stating a focus, including some structures and limited transitional strategies for coherence, including some evidence and elaboration, and beginning to develop a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion. • Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one or more paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, authors' craft appropriate to purpose, including a conclusion, and some evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including some transitional strategies for coherence, or some supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize some ideas by stating a focus, include some structures and transitional strategies for coherence, include some supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience, organize ideas by stating a context and 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, authors' craft appropriate to purpose, including a well-developed conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include strong supporting evidence and elaboration, and develop an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise more than one paragraph, clearly demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience, efficiently organize ideas by stating a
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		<p>appropriate to the purpose and audience when revising or composing texts.</p> <ul style="list-style-type: none"> • Show some ability to apply and edit text, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet) with substantial guidance and support, to produce and publish writing, 	<p>focus, include structures and some transitional strategies for coherence, develop some supporting evidence/reasons, and develop an acceptable conclusion.</p> <ul style="list-style-type: none"> • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Proficiently apply and edit text, demonstrating a command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) with some guidance and support to produce and publish writing. 	<p>context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating a proficient command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) with little or no guidance and support to produce and publish writing.
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<p><i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i></p>	<p><i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i></p>	<p><i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i></p>
<p>CLAIM 3: SPEAKING AND LISTENING <i>Students can employ effective speaking and listening skills for a range of purposes and audiences.</i></p>	<p><i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i></p>	<p><i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i></p>	<p><i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i></p>	<p><i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i></p>
<p>Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.</p>	<p>Level 1 students should be able to retell and use information delivered orally or through audio-visual materials with significant support.</p>	<p>Level 2 students should be able to summarize and use information delivered orally or through audio-visual materials with minimal support.</p>	<p>Level 3 students should be able to accurately summarize and use information delivered orally or through audio-visual materials.</p>	<p>Level 4 students should be able to critically summarize and use information delivered orally or through audio-visual materials.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Summarize and use information delivered orally or through audio-visual materials with support. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Accurately summarize and use information delivered orally or through audio-visual materials without support. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Begin to critically summarize and use information delivered orally or through audio-visual materials.

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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
CLAIM 4: <i>Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.	Level 1 students should be able to, with substantial guidance, conduct short and simple research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 2 students should be able to, with some guidance, conduct short research projects, to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 3 students should be able to, with some guidance, proficiently conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 4 students should be able to critically and effectively conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.	Level 1 students should be able to, with substantial guidance, locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 2 students should be able to, with some guidance, locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 3 students should be able to proficiently locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 4 students should be able to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.
Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).	Level 1 students should be able to, with substantial guidance, gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.	Level 2 students should be able to, with some guidance, gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.	Level 3 students should be able to proficiently gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.	Level 4 students should be able to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
Target 4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.	Level 1 students should be able to, with substantial guidance, identify information from several sources on the same topic to generate an opinion and write about the subject knowledgeably.	Level 2 students should be able to, with some guidance, integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.	Level 3 students should be able to proficiently integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.	Level 4 students should be able to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

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<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Begin to conduct simple, short research projects with some guidance. With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some guidance, proficiently conduct short research projects. Proficiently locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Proficiently gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. Proficiently integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Begin to critically and effectively conduct short research projects with some guidance. Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Text				
Target 1. KEY DETAILS: Use explicit details and implicit information from the text to support inferences or analyses of the information presented.	Level 1 students should be able to, with significant support, locate minimal textual evidence to support conclusions drawn from texts of low complexity.	Level 2 students should be able to, with minimal support, cite some textual evidence to support conclusions drawn from texts of low and moderate complexity.	Level 3 students should be able to cite specific, sufficient, and relevant textual evidence to support conclusions drawn from grade-level texts.	Level 4 students should be able to cite specific relevant and substantial textual evidence to support conclusions drawn from complex texts.
Target 2. CENTRAL IDEAS: Summarize central ideas/key events.	Level 1 students should be able to, with significant scaffolding (i.e., low to moderate complexity grade-level texts or a shorter passage), provide a limited summary of a few central ideas/key events.	Level 2 students should be able to, with minimal scaffolding (i.e., low to moderate complexity grade-level texts or a shorter passage), provide a brief summary of some central ideas/key events.	Level 3 students should be able to independently, accurately, and objectively summarize central ideas/key events in moderate to complex grade-level texts.	Level 4 students should be able to independently, accurately and objectively summarize central ideas/key events in highly complex grade-level texts.
Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to, with significant support, determine the intended meaning of a few common grade-appropriate words (academic/tier 2 and domain-specific/tier 3 words), including words with multiple meanings, based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 2 students should be able to, with some support, determine the intended meaning or meanings of some common, grade-appropriate words (academic/tier 2 and domain-specific/tier 3 words), including words with multiple meanings, based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 3 students should be able to determine the intended or precise meanings of most common, grade-appropriate words (academic/tier 2 and domain-specific/tier 3 words), including words with multiple meanings, based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).	Level 4 students should be able to determine and use the intended or precise meanings of an extensive range of words (academic/tier 2 and domain-specific/tier 3 words), including words with multiple meanings, based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital).
Target 4. REASONING & EVIDENCE: Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments	Level 1 students should be able to, with significant support, apply limited reasoning and textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view;	Level 2 students should be able to, with minimal support, apply some reasoning and textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).	Level 3 students should be able to apply sufficient and relevant reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character,	Level 4 students should be able to apply extensive and insightful reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of

made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).	development of theme, character, setting, plot).		setting, plot).	theme, character, setting, plot).
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).	Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), analyze how information is presented within or across texts of low complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 2 students should be able to, with minimal support, (e.g., within highlighted text or a shorter passage) analyze how information is presented within or across texts of low and moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 3 students should be able to analyze how information is presented within or across complex grade-level texts, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 4 students should be able to analyze how information is presented within or across highly complex grade-level texts, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).
Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation.	Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), provide a limited analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.	Level 2 students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), provide a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.	Level 3 students should be able to provide a sufficient and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of text and the impact of those choices on meaning or presentation.	Level 4 students should be able to provide a thorough and insightful analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of highly complex text and the impact of those choices on meaning or presentation.

Grade 6

<p>Target 7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.</p>	<p>Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), and in texts of low complexity correctly identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show minimal understanding of their impact on reader interpretation.</p>	<p>Level 2 students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), and in texts of moderate complexity, identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and show some understanding of their impact on reader interpretation.</p>	<p>Level 3 students should be able to, in complex grade-level texts, accurately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation .</p>	<p>Level 4 students should be able to, in highly complex grade-level texts, accurately and thoroughly identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Begin to accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Accurately interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts identifying relationships among targeted aspects. • Consistently evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

Informational Text				
Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.	Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), use some explicit details and information from texts of low complexity to support limited inferences or analysis about information presented.	Level 2 students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), use some explicit details and some implicit information from texts of moderate complexity to support inferences or analysis about information presented.	Level 3 students should be able to use relevant and explicit details and implicit information from complex texts, to support inferences or analysis about information presented.	Level 4 students should be able to use relevant and explicit details and implicit information from highly complex texts to support insightful inferences or analysis about information presented.
Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.	Level 1 students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.	Level 2 students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.	Level 3 students should be able to provide an accurate, relevant, and objective summary of central ideas, key events, procedures, or topics and subtopics in complex texts.	Level 4 students should be able to provide an accurate, relevant, and objective summary of central ideas, key events, procedures, or topics and subtopics in highly complex texts.
Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).	Level 1 students should be able to, with significant support (e.g., highlighted text, clear context clues), determine intended meanings of a few words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).	Level 2 students should be able to, with minimal support (e.g., highlighted text), determine intended meanings of some words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).	Level 3 students should be able to determine intended or precise meanings of words, including domain-specific (tier 3) words and many words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).	Level 4 students should be able to determine intended or precise meanings of words, including domain-specific (tier 3) words and most words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).
Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence).	Level 1 students should be able to, with significant support, use minimal supporting evidence to justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in one text of low complexity.	Level 2 students should be able to, with minimal support, use some supporting evidence to justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in one or more texts of low or moderate complexity.	Level 3 students should be able to use sufficient, relevant supporting evidence to justify interpretations or analysis of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence) in one or more moderately complex and complex texts.	Level 4 students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in one or more moderately or highly complex texts.

Grade 6

<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented in one or more texts (events, people, ideas, topics); or how conflicting information across texts reveals author interpretation of the topic or potential bias.</p>	<p>Level 1 students should be able to, with significant support (e.g., within highlighted text or a shorter passage), identify minimal information presented within text (events, people, ideas, topics) or how conflicting information across low complexity texts reveals authors' point of view.</p>	<p>Level 2 students should be able to, with minimal support (i.e., low to medium grade-level text or shorter passages), compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals authors' point of view.</p>	<p>Level 3 students should be able to analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals authors' point of view in one or more medium- to high-complexity grade-level texts.</p>	<p>Level 4 students should be able to analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals authors' point of view in one or more high-complexity grade-level texts.</p>
<p>Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information.</p>	<p>Level 1 students should be able to, with significant support (e.g., within highlighted text or shorter low complexity texts), relate limited knowledge of text structures or genre-specific features to integrate information.</p>	<p>Level 2 students should be able to, with minimal support (i.e., low or moderate complexity texts or shorter passages), relate basic knowledge of text structures or genre-specific features to analyze or integrate information.</p>	<p>Level 3 students should be able to relate relevant and sufficient knowledge of text structures or genre-specific features to analyze or integrate information in moderately complex or complex texts.</p>	<p>Level 4 students should be able to evaluate the effectiveness of text structures or genre-specific features to analyze or integrate information in one or more highly complex texts.</p>
<p>Target 14. LANGUAGE USE: Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 1 students should be able to, with significant support (e.g. within highlighted text or texts of low complexity) interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices or connotative meanings of words and phrases used in context.</p>	<p>Level 2 students should be able to, with minimal support (i.e., texts of moderate complexity) interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices or connotative meanings of words and phrases used in context.</p>	<p>Level 3 students should be able to interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices or connotative meanings of words and phrases used in context in moderately complex or complex texts.</p>	<p>Level 4 students should be able to provide an advanced interpretation of the intent and impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices or connotative meanings of words and phrases used in context in highly complex texts.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some provided grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • With some consistency, identify some relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Begin to accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Cite specific, relevant textual evidence to support conclusions drawn from text. • Accurately interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.

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		<p>is presented within or across texts.</p> <ul style="list-style-type: none">• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.• Interpret intent of some common figurative language.	<p>intended effects.</p> <ul style="list-style-type: none">• With some consistency, analyze how information is presented within or across texts, identifying some relationships among targeted aspects.• With some consistency, analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.	<ul style="list-style-type: none">• Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.• Consistently evaluate text structures across texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 2: Students can produce effective writing for a range of purpose and audiences.</i>	<i>Level 1 students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</i>	<i>Level 2 students should be able to produce surface-level and under-developed writing for a limited range of purposes and audiences.</i>	<i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to write or revise one paragraph, demonstrating some narrative strategies, loose chronology, occasional transitional strategies for coherence, descriptive details and some sensory language to convey experiences or author's craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write or revise one paragraph, demonstrating mostly appropriate narrative strategies, chronology, transitional strategies for coherence, occasional use of precise words and phrases, descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write or revise one or more paragraphs, demonstrating appropriate narrative strategies, chronology, appropriate transitional strategies for coherence, use of precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write and revise more than one complex paragraph, demonstrating multiple, appropriate narrative strategies, chronology, appropriate transitional strategies for coherence, use of precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author's craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).	Level 1 students should be able to write narrative text demonstrating some narrative strategies, loose chronology, occasional transitional strategies for coherence, descriptive details and some sensory language to convey experiences or author's craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write narrative text demonstrating mostly appropriate narrative strategies, chronology, transitional strategies for coherence; occasional use of precise words and phrases, descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write longer narrative texts demonstrating appropriate narrative strategies, chronology, appropriate transitional strategies for coherence; use of precise words and phrases, relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write longer narrative texts demonstrating multiple, appropriate narrative strategies, chronology, appropriate transitional strategies for coherence; use of precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional	Level 1 students should be able to write or revise one simply structured informational/explanatory paragraph, minimally demonstrating ability to organize ideas by stating a weak focus or weak supporting evidence and some elaboration or weak body paragraphs or an underdeveloped conclusion.	Level 2 students should be able to write or revise one informational/explanatory paragraph, using precise language and formal style to demonstrate a limited ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion.	Level 3 students should be able to write or revise one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration or writing strong body paragraphs or a strong conclusion appropriate to purpose and

strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.				audience.
Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to plan, write, revise, and edit a simple informational/explanatory text on a topic, minimally attending to purpose and audience, demonstrating weakly organized ideas, underdeveloped focus, minimal structures and transitional strategies for coherence, weakly organized ideas, underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	Level 2 students should be able to plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and including a conclusion.	Level 3 students should be able to plan, write, revise, and edit full informational/explanatory text on a topic, mostly attending to purpose and audience; organizing ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and including an appropriate conclusion.	Level 4 students should be able to plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organizing ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and including a well-developed, appropriate conclusion.
Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to, with significant support (e.g. with examples), employ basic text features and visual components appropriate to purpose.	Level 2 students should be able to with some support (e.g. with examples), employ common text features and visual components appropriate to purpose.	Level 3 students should be able to employ effective text features and visual components appropriate to purpose.	Level 4 students should be able to employ advanced text features and visual components appropriate to purpose.
Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to apply a variety of strategies when writing or revising one simple paragraph, minimally demonstrating the ability to express arguments about topics or sources, include ideas using transitional words or phrases, loosely develop evidence/reasons and elaboration, or include an underdeveloped conclusion.	Level 2 students should be able to apply a variety of strategies when writing or revising one paragraph, demonstrating in a limited way the ability to express arguments about topics or sources, loosely establish and support a claim, minimally organize ideas using transitional words or phrases, develop evidence/reasons and elaboration, develop a conclusion, while inconsistently using a formal style.	Level 3 students should be able to apply a variety of strategies when writing or revising one or more paragraphs, demonstrating the ability to express arguments about topics or sources, establish and support a claim, organize ideas using transitional words or phrases, develop supporting evidence/reasons and elaboration from credible sources, or develop a conclusion appropriate to purpose and audience using a formal style.	Level 4 students should be able to apply a variety of strategies when writing or revising more than one complex paragraph, clearly demonstrating the ability to express arguments about topics or sources, establish and support a claim, efficiently organize ideas using transitional words or phrases, develop strong supporting evidence/reasons and elaboration from credible sources, or develop a well-stated conclusion appropriate to purpose and audience using a formal style.

Grade 6

<p>Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize, cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence and develop an appropriate conclusion.</p>	<p>Level 1 students should be able to plan, write, revise, and edit simple argument pieces, minimally demonstrating the ability to state a claim about a topic or source, minimally attending to purpose and audience, weakly organizing ideas by stating a context and focus, using few structures and transitional strategies for coherence, minimally identifying evidence/reasons, and including an underdeveloped conclusion.</p>	<p>Level 2 students should be able to plan, write, revise, and edit argument pieces, demonstrating in a limited way the ability to state claims about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop evidence/reasons and elaboration, and develop a conclusion.</p>	<p>Level 3 students should be able to plan, write, revise, and edit full argument pieces, demonstrating the ability to state claims about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, cite supporting evidence/reasons and elaboration from credible sources, and develop an appropriate conclusion.</p>	<p>Level 4 students should be able to plan, write, revise, and edit full, complex argument pieces, clearly demonstrating the ability to state claims about topics or sources, effectively attending to purpose and audience, efficiently organize ideas by stating a context and focus, include more complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration from credible sources, and develop an appropriate, well-developed conclusion.</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 1 students should be able to, with significant support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 2 students should be able to, with some support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.</p>	<p>Level 3 students should be able to strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and a developing style appropriate to the purpose and audience when revising or composing texts.</p>	<p>Level 4 students should be able to strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and sophisticated style appropriate to the purpose and audience when revising or composing texts.</p>
<p>Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.</p>	<p>Level 1 students should be able to apply or edit a piece of writing, demonstrating a minimal command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p>	<p>Level 2 students should be able to apply or edit a piece of writing, demonstrating a limited command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p>	<p>Level 3 students should be able to proficiently apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p>	<p>Level 4 students should be able to effectively apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</p>
<p>Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.</p>	<p>Level 1 students should be able to minimally use technology, including the Internet, to produce and publish writing.</p>	<p>Level 2 students should be able to use technology, including the Internet, in a limited way to produce and publish writing.</p>	<p>Level 3 students should be able to proficiently use technology, including the Internet, to produce and publish writing.</p>	<p>Level 4 students should be able to effectively use technology, including the Internet, to produce and publish writing.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Write or revise one paragraph, demonstrating narrative strategies, chronology, some transitional strategies for coherence, limited use of precise words and phrases, descriptive details and sensory language to convey experiences or author's craft appropriate to 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Write or revise one or more paragraphs, demonstrating specific narrative strategies, chronology, appropriate transitional strategies for coherence, use some precise words and phrases, some relevant descriptive details and some 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Write and revise more than one complex paragraph, demonstrating multiple, specific narrative strategies, chronology, appropriate transitional strategies for coherence, use acceptable words and phrases, relevant descriptive details and

		<p>purpose including a conclusion.</p> <ul style="list-style-type: none"> • Write narrative text demonstrating specific narrative strategies, chronology, some transitional strategies for coherence, infrequent use of precise words and phrases, descriptive details and sensory language to convey experiences, or author's craft appropriate to purpose including a conclusion. • Write or revise one informational/explanatory paragraph minimally using some language and formal style to demonstrate ability to organize ideas by stating a focus, including some transitional strategies for coherence, or some supporting evidence and elaboration or writing body paragraphs or a conclusion. • Plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize some ideas by stating a focus, include structures and some transitional strategies for coherence, citing some evidence and elaboration, and a conclusion. • With some support (e.g., with examples), employ limited common text features and visual components appropriate to purpose. • Apply a variety of strategies when writing or revising one paragraph, demonstrating in a minimal way the ability to express arguments about topics or sources, loosely establish and support a claim, minimally organize ideas using some transitional words or phrases, develop some evidence/reasons and elaboration, or develop a conclusion inconsistently using a formal style. • Plan, write, and attempt to revise and edit argument pieces somewhat demonstrating the ability to state claims about topics or sources, minimally attending to purpose and audience, organize some ideas by stating a context and focus, include some structures and transitional strategies for coherence, develop some evidence/reasons and elaboration, and develop a conclusion. • With significant support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or 	<p>sensory language to convey experiences or author's craft appropriate to purpose including a conclusion that reflects on the narrated experience.</p> <ul style="list-style-type: none"> • Write longer narrative texts demonstrating specific narrative strategies, chronology, appropriate transitional strategies for coherence, use precise words and phrases, relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose including a conclusion that reflects on the narrated experience. • Write or revise one or more informational/explanatory paragraphs using appropriate language to demonstrate the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and some elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize some ideas by stating and maintaining some focus, include structures and limited transitional strategies for coherence, citing supporting evidence and elaboration and an appropriate conclusion. • Employ some effective text features and visual components appropriate to purpose. • Apply some strategies when writing or revising one or more paragraphs, demonstrating in a limited way the ability to express arguments about topics or sources, establish and support a claim, organize ideas using transitional words or phrases, develop some supporting evidence/reasons and elaboration from credible sources, or develop a conclusion appropriate to purpose and audience using a formal style. • Plan, write, revise, and edit an 	<p>sensory language to convey some experiences, or author's craft appropriate to purpose including a conclusion that reflects on the narrated experience.</p> <ul style="list-style-type: none"> • Write longer narrative texts demonstrating multiple, specific narrative strategies, chronology, appropriate transitional strategies for coherence, use acceptable words and phrases, relevant descriptive details and sensory language to convey some experiences or author's craft appropriate to purpose including a conclusion that reflects on the narrated experience. • Write or revise more than one complex informational/explanatory paragraph using appropriate language and style to demonstrate ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or some supporting evidence and some elaboration or writing body paragraphs or a strong conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration and a well-developed, appropriate conclusion • Employ advanced text features and visual components appropriate to purpose. • Apply a variety of strategies when writing or revising more than one complex paragraph clearly demonstrating the ability to express arguments about topics or sources, establish and support a claim, efficiently organize ideas using transitional words or phrases, develop some strong supporting evidence/reasons and elaboration from a few credible sources, or develop a well-stated conclusion appropriate to purpose and audience using a formal style.
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		<p>composing text.</p> <ul style="list-style-type: none"> • Inconsistently edit a piece of writing, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate a limited use of technology, including the Internet, to produce and publish writing. 	<p>argumentative piece demonstrating the ability to state claims about topics or sources, attending to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, cite some supporting evidence/some reasons and elaboration from a few credible sources, and develop an appropriate conclusion.</p> <ul style="list-style-type: none"> • Strategically use some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and a developing style appropriate to the purpose and audience when revising or composing texts. • Somewhat proficiently edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Proficiently use technology, including the Internet, to produce and publish writing. 	<ul style="list-style-type: none"> • Plan, write, revise and edit full, complex argument pieces clearly demonstrating the ability to state claims about topics or sources, effectively attending to purpose and audience, efficiently organize ideas by stating a context and focus, include more complex structures and appropriate transitional strategies for coherence, develop some strong supporting evidence/reasons and elaboration from credible sources, and develop an appropriate, well-developed conclusion. • Frequently use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and sophisticated style appropriate to the purpose and audience when revising or composing texts. • Effectively edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i>	<i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i>	<i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i>	<i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i>
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to retell and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials with significant support.	Level 2 students should be able to interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials with minimal support.	Level 3 students should be able to proficiently interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.	Level 4 students should be able to critically interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.
<i>Expectations for Students at the Cut Scores</i>		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials with some support. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Accurately interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials. 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Begin to critically interpret, analyze, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
CLAIM 4: <i>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.	Level 1 students should be able to, with substantial guidance, conduct simple and short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components.	Level 2 students should be able to, with some guidance, conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components.	Level 3 students should be able to proficiently conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components.	Level 4 students should be able to critically and effectively conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components.
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Level 1 students should be able to, with substantial guidance, compare and contrast one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 2 students should be able to, with some guidance, analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 3 students should be able to proficiently analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 4 students should be able to critically and effectively analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to, with substantial guidance, gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 2 students should be able to, with some guidance, gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 3 students should be able to proficiently gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 4 students should be able to critically and effectively gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.
Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.	Level 1 students should be able to, with substantial guidance, generate a claim/main idea and cite some evidence to support analyses, arguments, or critiques.	Level 2 students should be able to, with some guidance, generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.	Level 3 students should be able to proficiently generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.	Level 4 students should be able to effectively generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.

<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • With some guidance, begin to conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components. • With some guidance, begin to analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. • With some guidance, begin to gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources. • Generate a partial claim/main idea and cite some evidence to support analyses, argument, or critiques. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Proficiently conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components. • Proficiently analyze, including compare and contrast one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. • Proficiently gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources. • Proficiently generate a claim/main idea and cite evidence to support developing analyses, arguments, or critiques. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Effectively conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details drawing on several sources including various multimedia components. • Effectively analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. • Effectively gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources. • Effectively generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Texts				
Target 1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn.	Level 1 students should be able to identify minimal or irrelevant textual evidence to support a basic idea drawn from a text.	Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn from a text.	Level 3 students should be able to cite relevant and sufficient textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn from a text.	Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn from a text.
Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text.	Level 1 students should be able to retell a basic sequence of events with minimal details from the text.	Level 2 students should be able to partially summarize central ideas/key events using some relevant details from the text.	Level 3 students should be able to accurately summarize central ideas/key events using relevant details from the text to determine a theme/central idea and provide an objective summary.	Level 4 students should be able to skillfully summarize central ideas/key events using the most significant details from the text to determine a theme; provide an objective summary of the text, including references to characterization and plot development.
Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to identify connotative and denotative meanings of most below and at grade-level academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the low end of the grade-level band across disciplines.	Level 2 students should be able to partially determine connotative and denotative meanings of most grade-level academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the low to middle part of the grade-level band across disciplines.	Level 3 students should be able to determine connotative and denotative meanings of grade-level academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the middle of the grade-level band across disciplines.	Level 4 students should be able to determine connotative and denotative meanings of above grade-level academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the high end of the grade-level band across disciplines.

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<p>Target 4. REASONING & EVIDENCE: Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made.</p>	<p>Level 1 students should be able to cite minimal evidence to justify analysis regarding quotes, examples, and details in texts at the low end of the grade-level band.</p>	<p>Level 2 students should be able to cite limited textual evidence to justify analysis regarding quotes, examples, and details in texts at the low to middle part of the grade-level band.</p>	<p>Level 3 students should be able to cite a range of relevant textual evidence to justify analysis regarding quotes, examples, and details in texts at the middle of the grade-level band.</p>	<p>Level 4 students should be able to cite strong and varied textual evidence to justify analysis regarding quotes, examples, and details in texts at the high end of the grade-level band.</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.</p>	<p>Level 1 students should be able to minimally identify relationships among texts of low complexity representing various genres/text types.</p>	<p>Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres/text types.</p>	<p>Level 3 students should be able to accurately analyze (by comparing and contrasting) relationships among literary elements within texts of moderate complexity representing various genres/text types.</p>	<p>Level 4 students should be able to deeply analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres/text types.</p>
<p>Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).</p>	<p>Level 1 students should be able to minimally identify various text structures and genre-specific features or formats of texts and provide limited explanation of the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to partially analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to accurately analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>	<p>Level 4 students should be able to skillfully evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>
<p>Target 7. LANGUAGE USE: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of</p>	<p>Level 1 students should be able to minimally identify the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low end of the grade-level band.</p>	<p>Level 2 students should be able to partially determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle part of the grade-level band.</p>	<p>Level 3 students should be able to accurately determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band.</p>	<p>Level 4 students should be able to skillfully evaluate or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.</p>

words and phrases used in context and their impact on reader interpretation.				
<i>Expectations for Students at the Cut Scores</i>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Partially summarize central ideas/key events using some details from the text. Partially determine meanings of words and distinguish connotative and figurative meanings of academic and domain-specific words and phrases with limited allusions/analogies to other texts; determine meanings of words with multiple meanings; partially determine meanings of words based on context-word relationships and word structures; and partially differentiate vocabulary meanings in texts at the low to middle end of the grade-level band across disciplines. Cite limited textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the low to middle part of the grade-level band. Partially analyze relationships among literary elements within or across various genres/text types. Partially analyze various text structures and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. Partially determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle part of the grade-level band. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Summarize central ideas/key events using relevant details from the text to determine a theme/central idea and provide an objective summary. Determine connotative and denotative meanings of academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the middle of the grade band across disciplines. Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the middle of the grade-level band. Analyze by comparing and contrasting relationships among literary elements within or across complex texts or differing versions of texts representing various genres/text types. Analyze various text structures and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. Determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Skillfully summarize central ideas/key events using the most significant details from the text to determine a theme and provide an objective summary of the text, including references to characterization and plot development. Skillfully determine connotative and denotative meanings of academic and domain-specific words, phrases, and words with multiple meanings, based on context, word relationships, word structures, and differentiate vocabulary meanings, in texts at the high end of the grade band across disciplines. Cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the high end of the grade-level band. Deeply analyze relationships by comparing and contrasting them among literary elements within or across complex texts or differing versions of texts representing various genres/text types. Evaluate various text structures and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. Evaluate or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.

Informational Text				
Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented.	Level 1 students should be able to select minimal evidence from sources across disciplines to support conclusions and inferences.	Level 2 students should be able to use limited textual evidence from sources across disciplines to support conclusions and inferences.	Level 3 students should be able to use several pieces of relevant textual evidence from sources across disciplines to support conclusions and inferences.	Level 4 students should be able to use strong and varied textual evidence from sources across disciplines to support conclusions and inferences.
Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.	Level 1 students should be able to minimally summarize central ideas, topics/subtopics, key events, or procedures.	Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures.	Level 3 students should be able to accurately summarize central ideas, topics/subtopics, key events, or procedures.	Level 4 students should be able to skillfully summarize central ideas, topics/subtopics, key events, or procedures.
Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text).	Level 1 students should be able to minimally identify connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings, based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the low end of the grade-level band across disciplines.	Level 2 students should be able to determine, with some support, connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the low to middle parts of the grade-level band across disciplines.	Level 3 students should be able to determine connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the middle of the grade-level band across disciplines.	Level 4 students should be able to skillfully determine connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the high end of the grade-level band across disciplines.
Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas).	Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Level 2 students should be able to partially use supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 3 students should be able to accurately use relevant supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; accurately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 4 students should be able to skillfully use strong supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; skillfully trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and compare relationships within or across texts (point of view, genre features, topic).	Level 1 students should be able to minimally compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 2 students should be able to partially analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 3 students should be able to accurately analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 4 students should be able to skillfully analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

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<p>Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.</p>	<p>Level 1 students should be able to minimally relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to accurately relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 4 students should be able to skillfully relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>
<p>Target 14. LANGUAGE USE: Interpret intent of figurative language (e.g., cliché, pun, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context.</p>	<p>Level 1 students should be able to minimally identify the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low end of the grade-level band.</p>	<p>Level 2 students should be able to partially determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle parts of the grade-level band.</p>	<p>Level 3 students should be able to accurately determine or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band.</p>	<p>Level 4 students should be able to skillfully evaluate or interpret the impact/intent of literary devices or connotative meanings of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Identify limited textual evidence from sources across disciplines to support conclusions and inferences. • Partially summarize central ideas, topics/subtopics, key events, or procedures. • Partially determine connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings, based on context word relationships; word structures; and differentiate vocabulary meanings in texts at the low to middle of the grade-level band across disciplines. • Partially use supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound. • Partially analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions and inferences. • Summarize central ideas, topics/subtopics, key events, or procedures. • Determine connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings, based on context word relationships; word structures; and differentiate vocabulary meanings in texts at the middle of the grade-level band. • Use relevant supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas and accurately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound. • Analyze how two or more authors writing about the same topic shape their 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Apply strong and varied textual evidence from sources across disciplines to support conclusions and inferences. • Skillfully summarize central ideas, topics/subtopics, key events, or procedures. • Skillfully determine connotative and denotative meanings of academic and domain-specific words and phrases; words with multiple meanings, based on context word relationships; word structures; and differentiate vocabulary meanings in texts at the high end of the grade-level band across disciplines. • Skillfully use strong supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas and skillfully trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound. • Effectively analyze how two or more authors writing about the same topic

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		<ul style="list-style-type: none"> Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle parts of the grade-level band. 	<p>presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <ul style="list-style-type: none"> Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of text at the middle of the grade-level band. 	<p>shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <ul style="list-style-type: none"> Skillfully relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</i>	<i>Level 1 students should be able to produce simplistic and poorly supported writing without consideration of purpose and audience.</i>	<i>Level 2 students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</i>	<i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to write or revise one paragraph, demonstrating use of some narrative techniques, loose chronology, and occasional transitional strategies for coherence; use of descriptive details; and use of some sensory language to convey experiences or authors' craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write or revise one paragraph, demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write or revise one or more paragraphs, demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write and revise more than one complex paragraph, demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).	Level 1 students should be able to write narrative text using some narrative techniques, loose chronology, and occasional transitional strategies for coherence, and use descriptive details and some sensory language to convey experiences or authors' craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence, and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence, and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write longer narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence, and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a	Level 1 students should be able to write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus; providing minimal supporting evidence and some elaboration, or writing body paragraphs or an underdeveloped conclusion.	Level 2 students should be able to write or revise one informational/explanatory paragraph, minimally using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by including transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion.	Level 3 students should be able to write or revise one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by including appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or	Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph, using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, or by

focus/tone, providing appropriate transitional strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.			a conclusion appropriate to purpose and audience.	writing body paragraphs or a strong conclusion appropriate to purpose and audience.
Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus; develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence; and develop an appropriate conclusion.	Level 1 students should be able to plan, write, revise, and edit full, simple informational/explanatory text on a topic, rarely attending to purpose and audience; minimally organize ideas with underdeveloped focus, minimal structures, and transitional strategies for coherence; and include minimal evidence and elaboration and an underdeveloped conclusion.	Level 2 students should be able to plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.	Level 3 students should be able to plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.	Level 4 students should be able to plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.
Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to, with significant support (e.g., with examples), employ basic text features and visual components appropriate to purpose.	Level 2 students should be able to, with some support (e.g., with examples), employ common text features and visual components appropriate to purpose.	Level 3 students should be able to employ effective text features and visual components appropriate to purpose.	Level 4 students should be able to employ advanced text features and visual components appropriate to purpose.
Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate	Level 1 students should be able to apply a variety of strategies when writing or revising one simple paragraph, demonstrating minimal ability to express arguments about topics or sources; include ideas using transitional words or phrases; loosely develop evidence/reasons and elaboration; or include an underdeveloped conclusion.	Level 2 students should be able to apply a variety of strategies when writing or revising one paragraph, demonstrating partial ability to express arguments about topics or sources; loosely establish and support a claim; minimally organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partially developed conclusion using a formal style.	Level 3 students should be able to apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.	Level 4 students should be able to apply a variety of strategies when writing or revising more than one complex paragraph, clearly demonstrating an ability to express arguments about topics or sources; establish and support a claim; efficiently organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.

vocabulary, or providing a conclusion appropriate to purpose and audience.				
Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to plan, write, revise, and edit simple argument pieces, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience; weakly organize ideas by stating a context and focus; create few structures and transitional strategies for coherence; identify evidence/reasons; and include an underdeveloped conclusion.	Level 2 students should be able to plan, write, revise, and edit argument pieces, partially demonstrating ability to state claims about topics or sources; minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Level 4 students should be able to plan, write, revise, and edit full, complex argument pieces, clearly demonstrating ability to state claims about topics or sources; effectively attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to, with significant support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and emerging style appropriate to the purpose and audience when revising or composing text.	Level 2 students should be able to, with minimal support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Level 3 students should be able to strategically use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Level 4 students should be able to strategically use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and supplicated style appropriate to the purpose and audience when revising or composing text.
Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.	Level 1 students should be able to minimally apply or edit a piece of writing, demonstrating a limited command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 2 students should be able to partially apply or edit a piece of writing, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 3 students should be able to accurately apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 4 students should be able to effectively apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.	Level 1 students should be able to minimally use technology, including the Internet, to produce and publish writing.	Level 2 students should be able to partially use some technology, including the Internet, to produce and publish writing.	Level 3 students should be able to use technology, including the Internet, to produce and publish writing.	Level 4 students should be able to skillfully use technology, including the Internet, to produce and publish writing.

<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one paragraph, demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. • Write narrative text, demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence, and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. • Write or revise one informational/explanatory paragraph, minimally using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion. • Plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion. • With some support (e.g., with examples), employ common text features and visual components appropriate to purpose. • Apply a variety of strategies when writing or revising one paragraph, somewhat demonstrating ability to express arguments about topics or sources; loosely establish and support a claim; minimally organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or develop a conclusion inconsistently, using a formal style. • Plan, write, revise, and edit argument pieces, demonstrating partial ability to state claims about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Write or revise one or more paragraphs, demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Write longer narrative texts, demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use of precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Write or revise one or more informational/explanatory paragraphs, using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion. • Employ effective text features and visual components appropriate to purpose. • Apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Write and revise more than one complex paragraph, demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Write longer narrative texts, demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Write or revise more than one complex informational/explanatory paragraph, using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion. • Employ advanced text features and visual components appropriate to purpose. • Apply a variety of strategies when writing or revising more than one complex paragraph,

		<p>and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.</p> <ul style="list-style-type: none"> • With minimal support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text. • Inadequately apply or edit a piece of writing, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Inadequately use technology, including the Internet, to produce and publish writing. 	<p>about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Strategically use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Proficiently apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Proficiently use technology, including the Internet, to produce and publish writing. 	<p>clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; efficiently organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full, complex argument pieces, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. • Strategically use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and sophisticated style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i>	<i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i>	<i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i>	<i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i>
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to minimally identify the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.	Level 2 students should be able to partially interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.	Level 3 students should be able to accurately interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.	Level 4 students should be able to skillfully interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.
<i>Expectations for Students at the Cut Scores</i>		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Partially interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Accurately interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials. 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Skillfully interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning delivered orally or through audiovisual materials.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an overgeneralized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing concepts and supporting evidence.	Level 1 students should be able to minimally conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.	Level 2 students should be able to partially conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.	Level 3 students should be able to accurately conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.	Level 4 students should be able to skillfully conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Level 1 students should be able to minimally analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 2 students should be able to partially analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 3 students should be able to accurately analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 4 students should be able to skillfully analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to minimally gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 2 students should be able to partially gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 3 students should be able to gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 4 students should be able to skillfully gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.
Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.	Level 1 students should be able to minimally introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 2 students should be able to partially introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 3 students should be able to accurately introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 4 students should be able to skillfully introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.

<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Partially conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation. Partially analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Partially gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources. Partially introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources. Generate claim(s); acknowledge and distinguish between alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Skillfully conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation. Skillfully analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Skillfully gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources. Skillfully generate claim(s); acknowledge and distinguish between alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.
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<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Text				
Target 1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn.	Level 1 students should be able to identify minimal or irrelevant textual evidence to support a basic idea drawn from a text.	Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn from a text.	Level 3 students should be able to cite relevant and sufficient textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn from a text.	Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn from a text.
Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text.	Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.	Level 2 students should be able to partially summarize central ideas/key events using few relevant details from the text.	Level 3 students should be able to accurately summarize central ideas/key events using relevant details from the text to determine a theme/central idea and provide an objective summary.	Level 4 students should be able to skillfully summarize central ideas/key events using many significant details from the text to determine a theme; provide an objective summary of the text, including references to characterization and plot development.
Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to identify connotative and denotative meanings of most below and at grade-level academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts at the low end of the grade-level band across disciplines.	Level 2 students should be able to determine connotative and denotative meanings of most grade-level academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts at the low to middle part of the grade-level band across disciplines.	Level 3 students should be able to determine connotative and denotative meanings of grade-level academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts at the middle of the grade-level band across disciplines.	Level 4 students should be able to determine connotative and denotative meanings of above grade-level academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts at the high end of the grade-level band across disciplines.

Grade 8

<p>Target 4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue).</p>	<p>Level 1 students should be able to cite minimal evidence to justify analysis regarding theme, story elements, and point of view in texts at the low end of the grade-level band.</p>	<p>Level 2 students should be able to cite limited textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the low to middle part of the grade-level band.</p>	<p>Level 3 students should be able to cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the middle of the grade-level band.</p>	<p>Level 4 students should be able to cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view in texts at the high end of the grade-level band.</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.</p>	<p>Level 1 students should be able to identify relationships among literary elements within texts of low complexity representing various genres/text types.</p>	<p>Level 2 students should be able to analyze relationships among literary elements within texts of moderate complexity representing various genres/text types.</p>	<p>Level 3 students should be able to accurately analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres/text types.</p>	<p>Level 4 students should be able to deeply analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres/text types.</p>
<p>Target 6. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation.</p>	<p>Level 1 students should be able to minimally identify various text structures and genre-specific features or formats of texts and provide limited explanation of the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to partially analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to proficiently analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>	<p>Level 4 students should be able to evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</p>
<p>Target 7. LANGUAGE USE: Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 1 students should be able to minimally identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low end of the grade-level band.</p>	<p>Level 2 students should be able to partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle part of the grade-level band.</p>	<p>Level 3 students should be able to accurately determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band.</p>	<p>Level 4 students should be able to skillfully evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.</p>

<p><i>Expectations for Students at the Cut Scores</i></p>	<ul style="list-style-type: none"> • 	<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Partially summarize central ideas/key events using some details from a text at the middle of the grade-level band. Partially determine meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases with limited allusions/analogies to other texts; determine meaning of words with multiple meanings; partially determine meaning of words based on context-word relationships and word structures; partially differentiate vocabulary meanings in texts at the middle end of the grade-level band across disciplines. • Cite limited textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts at the middle of the grade-level band. • Partially analyze relationships among literary elements within or across texts at the middle of the grade-level band or differing versions of texts representing various genres/text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Summarize central ideas/key events using relevant details from a text at the high end of the grade-level band to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases with allusions/analogies to other texts; proficiently determine meaning of words with multiple meanings based on context-word relationships and word structures; proficiently differentiate vocabulary meanings in texts at the high end of the grade-level band across disciplines. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts at the high end of the grade-level band. • Analyze relationships by comparing and contrasting them among literary elements within or across texts at the high end of the grade-level band or differing versions of texts representing various genres/text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Skillfully summarize central ideas/key events using the most significant details from longer portions of text at the highest end of the grade-level band to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Skillfully determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases with allusions/analogies to other texts; skillfully determine meaning of words with multiple meanings based on context-word relationships and word structures; skillfully differentiate vocabulary meanings in texts at the highest end of the grade-level band across disciplines. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts at the highest end of the grade-level band. • Deeply analyze relationships by comparing and contrasting them among literary elements within or across texts at the highest end of the grade-level band or differing versions of texts representing various genres/text types. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the highest end of the grade-level band.
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Informational Text				
Target 8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to select minimal evidence from sources across disciplines to support conclusions and inferences.	Level 2 students should be able to identify limited textual evidence from sources across disciplines to support conclusions and inferences.	Level 3 students should be able to identify several pieces of relevant textual evidence from sources across disciplines to support conclusions and inferences.	Level 4 students should be able to identify strong and varied textual evidence from sources across disciplines to support conclusions and inferences.
Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.	Level 1 students should be able to minimally summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 3 students should be able to accurately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 4 students should be able to skillfully summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words) based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary).	Level 1 students should be able to minimally identify connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the low end of the grade-level band across disciplines.	Level 2 students should be able to determine, with some support, connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the low to middle parts of the grade-level band across disciplines.	Level 3 students should be able to accurately determine connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the middle of the grade-level band.	Level 4 students should be able to skillfully determine connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the high end of the grade-level band across disciplines.
Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose to support claims, concepts, ideas; relevance of evidence or elaboration to support claims).	Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Level 2 students should be able to partially use supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 3 students should be able to use relevant, supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; accurately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 4 students should be able to skillfully use strong, supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; skillfully trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.

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<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze one or more texts to determine how connections are made among topics/ information presented or how conflicting information or presentation format reveals author interpretation of the topic.</p>	<p>Level 1 students should be able to minimally compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Level 2 students should be able to partially analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Level 3 students should be able to accurately analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Level 4 students should be able to skillfully analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
<p>Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation.</p>	<p>Level 1 students should be able to minimally relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to accurately relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>	<p>Level 4 students should be able to skillfully relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</p>
<p>Target 14. LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.</p>	<p>Level 1 students should be able to minimally identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low end of the grade-level band.</p>	<p>Level 2 students should be able to inconsistently determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the low to middle part of the grade-level band.</p>	<p>Level 3 students should be able to accurately determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the middle of the grade-level band.</p>	<p>Level 4 students should be able to skillfully evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of text at the high end of the grade-level band.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Identify limited textual evidence from sources across disciplines at the middle of the grade-level band to support conclusions, inferences, connections, and steps to processes. Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. Partially determine connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings, based on context-word relationships; word structures; and differentiate vocabulary meanings in texts at the middle of the grade-level band across disciplines. Partially apply reasoning and some textual 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Identify several pieces of strong, relevant textual evidence from sources across disciplines at the high end of the grade-level band to support conclusions, inferences, connections, and steps to processes. Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. Determine connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings, based on context-word relationships; word structures and 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Identify several pieces of strong and varied textual evidence from sources across disciplines at the highest end of the grade-level band to support conclusions, inferences, connections, and steps to processes. Skillfully summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. Skillfully determine connotative and denotative meanings of academic- and domain-specific words and phrases; words with multiple meanings, based on context-word relationships; word

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		<p>evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.</p> <ul style="list-style-type: none"> Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of text at the middle of the grade-level band. 	<p>differentiate vocabulary meanings in texts at the high level of the grade band.</p> <ul style="list-style-type: none"> Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information; proficiently delineate and evaluate the argument assessing whether the reasoning is sound. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of text at the high end of the grade-level band. 	<p>structures; and differentiate vocabulary meanings in texts at the highest end of the grade-level band across disciplines.</p> <ul style="list-style-type: none"> Skillfully apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information; skillfully delineate and evaluate the argument assessing whether the reasoning is sound. Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. Skillfully relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of text at the highest end of the grade-level band.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 2: Students can produce effective writing for a range of purpose and audiences.</i>	<i>Level 1 students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</i>	<i>Level 2 students should be able to produce surface-level and under-developed writing for a limited range of purposes and audiences.</i>	<i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing), appropriate text structures, and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to write or revise one paragraph demonstrating use of some narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details; and use some sensory language to convey experiences or authors' craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write and revise more than one complex paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).	Level 1 students should be able to write narrative text using some narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details and some sensory language to convey experiences or authors' craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to write longer narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organize ideas by	Level 1 students should be able to write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus; providing minimal supporting evidence and some elaboration, or writing body paragraphs	Level 2 students should be able to write or revise one informational/explanatory paragraph minimally using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion.	Level 3 students should be able to write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or supporting evidence and	Level 4 students should be able to write or revise more than one complex informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong

<p>stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.</p>	<p>or an underdeveloped conclusion.</p>		<p>elaboration; or by writing body paragraphs or a conclusion appropriate to purpose and audience.</p>	<p>supporting evidence and elaboration or by writing body paragraphs or a strong conclusion appropriate to purpose and audience.</p>
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.</p>	<p>Level 1 students should be able to plan, write, revise, and edit full yet simple informational/explanatory text on a topic, rarely attending to purpose and audience; exhibit weak organization of ideas with underdeveloped focus, minimal structures and transitional strategies for coherence; include minimal evidence and elaboration, and an underdeveloped conclusion.</p>	<p>Level 2 students should be able to plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.</p>	<p>Level 3 students should be able to plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.</p>	<p>Level 4 students should be able to plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.</p>
<p>Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.</p>	<p>Level 1 students should be able to, with significant support (e.g., with examples), employ basic text features and visual components appropriate to purpose.</p>	<p>Level 2 students should be able to, with some support (e.g., with examples), employ common text features and visual components appropriate to purpose.</p>	<p>Level 3 students should be able to employ effective text features and visual components appropriate to purpose.</p>	<p>Level 4 students should be able to employ advanced text features and visual components appropriate to purpose.</p>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate</p>	<p>Level 1 students should be able to apply a variety of strategies when writing or revising one, simple paragraph, demonstrating minimal ability to express arguments about topics or sources; include ideas using transitional words or phrases; and loosely develop evidence/reasons and elaboration, or include an underdeveloped conclusion.</p>	<p>Level 2 students should be able to apply a variety of strategies when writing or revising one paragraph, demonstrating partial ability to express arguments about topics or sources; loosely establish and support a claim; minimally organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partially developed conclusion using a formal style.</p>	<p>Level 3 students should be able to apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.</p>	<p>Level 4 students should be able to apply a variety of strategies when writing or revising more than one complex paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; efficiently organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.</p>

vocabulary, or providing a conclusion appropriate to purpose and audience.				
Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize, and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to plan, write, revise and edit simple argument pieces, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience, weakly organizing ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include an underdeveloped conclusion.	Level 2 students should be able to plan, write, revise and edit argument pieces partially demonstrating ability to state claims about topics or sources; minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to plan, write, revise and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Level 4 students should be able to plan, write, revise and edit full, complex argument pieces, clearly demonstrating ability to state claims about topics or sources; effectively attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to, with significant support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and emerging style appropriate to the purpose and audience when revising or composing text.	Level 2 students should be able to, with minimal support, use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Level 3 students should be able to strategically use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Level 4 students should be able to strategically use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and sophisticated style appropriate to the purpose and audience when revising or composing text.
Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts	Level 1 students should be able to minimally apply or edit a piece of writing, demonstrating a limited command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 2 students should be able to partially apply or edit a piece of writing, demonstrating a partial command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 3 students should be able to accurately apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 4 students should be able to skillfully apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.	Level 1 students should be able to minimally use technology, including the Internet, to produce and publish writing.	Level 2 students should be able to use some technology, including the Internet, to produce and publish writing.	Level 3 students should be able to use technology, including the Internet, to produce and publish writing.	Level 4 students should be able to skillfully use technology, including the Internet, to produce and publish writing.

*Expectations for Students
at the Cut Scores*

The student who just enters Level 2 should be able to:

- Write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. Write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion. Write or revise one informational/explanatory paragraph minimally using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion.
- Plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.
- With some support (e.g. with examples) employ common text features and visual components appropriate to purpose.
- Apply a variety of strategies when writing or revising one paragraph, somewhat demonstrating ability to express arguments about topics or sources; loosely establish and support a claim, minimally organize ideas using transitional words or phrases, develop evidence/reasons and elaboration, or develop a conclusion inconsistently, using a formal style.
- Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.

The student who just enters Level 3 should be able to:

- Write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence, or supporting evidence and elaboration; or by writing body paragraphs or a conclusion appropriate to purpose and audience. Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.
- Employ effective text features and visual components appropriate to purpose.
- Apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or

The student who just enters Level 4 should be able to:

- Write and revise more than one complex paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Write longer narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Write or revise more than one complex informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate to purpose and audience.
- Plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus, include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.
- Employ advanced text features and visual components appropriate to purpose.
- Apply a variety of strategies when writing or revising more than one complex paragraph, clearly demonstrating ability to express arguments about topics or

		<ul style="list-style-type: none"> • With minimal support use basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text. • Inadequately apply or edit a piece of writing, demonstrating a partial command of standard English grammar conventions and usage (e.g. capitalization, punctuation, and spelling) when writing. • Inadequately use technology, including the Internet, to produce and publish writing. 	<p>develop a conclusion appropriate to purpose and audience using a formal style.</p> <ul style="list-style-type: none"> • Plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. Strategically use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Proficiently apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Proficiently use technology, including the Internet, to produce and publish writing. 	<p>sources; establish and support a claim; efficiently organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.</p> <ul style="list-style-type: none"> • Plan, write, revise and edit full, complex argument pieces clearly demonstrating ability to state claims about topics or sources; effectively attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. • Strategically use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and sophisticated style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong command of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i>	<i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i>	<i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i>	<i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i>
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to minimally identify the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 2 students should be able to partially interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 3 students should be able to accurately interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 4 students should be able to skillfully interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.
<i>Expectations for Students at the Cut Scores</i>		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Partially interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Accurately interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials. 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Skillfully interpret, analyze, evaluate, and use the speakers' details, claims, and argument/reasoning and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 4: Students can engage in research / inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an overgeneralized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic; they analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	Level 1 students should be able to minimally conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation.	Level 2 students should be able to partially conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation.	Level 3 students should be able to accurately conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation.	Level 4 students should be able to skillfully conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation.
Target 2. PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	Level 1 students should be able to minimally identify a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 2 students should be able to partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 3 students should be able to accurately analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 4 students should be able to skillfully analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to minimally gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources.	Level 2 students should be able to partially gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources.	Level 3 students should be able to gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources.	Level 4 students should be able to skillfully gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism and provide basic bibliographic information for sources.

Grade 8

<p>Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</p>	<p>Level 1 students should be able to minimally generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Level 2 students should be able to partially generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Level 3 students should be able to accurately generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</p>	<p>Level 4 students should be able to skillfully generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</p>
<p><i>Expectations for Students at the Cut Scores</i></p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Partially conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation. Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Partially gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources. Partially generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources. Generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Skillfully conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on several sources, including various multimedia components; generate additional related focused questions for further research and investigation. Skillfully analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Skillfully gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism, and provide basic bibliographic information for sources. Skillfully generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>Level 1 students should be able to read to comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>Level 2 students should be able to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking.</i>	<i>Level 3 students should be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use textual evidence to demonstrate critical thinking.</i>	<i>Level 4 students should be able to read closely and analytically to comprehend a range of highly-complex literary and informational texts and use textual evidence effectively to demonstrate complex critical thinking.</i>
Literary Texts				
Target 1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to identify minimal textual evidence to support inferences, analyses, interpretations, or conclusions about texts of low complexity.	Level 2 students should be able to identify textual evidence to partially support inferences, analyses, interpretations, or conclusions about texts of moderate complexity.	Level 3 students should be able to identify and explain sufficient textual evidence to support inferences, analyses, interpretations, or conclusions about complex texts.	Level 4 students should be able to identify and analyze textual evidence to support inferences, analyses, interpretations, or conclusions about highly complex texts.
Target 2 CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.	Level 1 students should be able to use explicit details to summarize central ideas or key events.	Level 2 students should be able to partially summarize central ideas(s) and key events but with limited analysis of thematic development over the course of the text..	Level 3 students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using an appropriate level of relevant evidence.	Level 4 students should be able to summarize central ideas, themes, and key events and provide insightful and thorough analysis of thematic development over the course of the text, strategically using relevant evidence.
Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to determine intended meanings of most below- and grade-level words based on limited (i.e., sentence-level) context, including distinctions between the connotation and denotation of some words, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	Level 2 students should be able to determine intended meanings of most grade-level words, including distinguishing some connotation/denotation and words with multiple meanings (some general academic/tier 2 words), based on sentence- and paragraph-level context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	Level 3 students should be able to determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings (general academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	Level 4 students should be able to determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, college-level academic (tier 2), and specialized language (tier 3), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).

<p>Target 4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).</p>	<p>Level 1 students should be able to apply minimal reasoning and a limited range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style on plot/subplot development).</p>	<p>Level 2 students should be able to partially apply reasoning and a mostly adequate range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style on plot/subplot development).</p>	<p>Level 3 students should be able to apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style [dramatic irony, humor, satire, understatement] on plot/subplot development).</p>	<p>Level 4 students should be able to apply insightful reasoning and a thorough range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style [dramatic irony, humor, satire, understatement] on plot/subplot development).</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.</p>	<p>Level 1 students should be able to minimally analyze interrelationships among literary elements within a text or how a pair of texts address a topic or theme.</p>	<p>Level 2 students should be able to partially analyze interrelationships among literary elements within a text or multiple interpretations of texts (including texts from the same period with similar themes, topics, or source materials).</p>	<p>Level 3 students should be able to analyze interrelationships among literary elements within a text or multiple interpretations of texts or how different texts address topics, themes, or use source materials.</p>	<p>Level 4 students should be able to analyze in depth the interrelationships among literary elements within a text or multiple interpretations of texts and how different texts address themes, topics, or use source materials.</p>
<p>Target 6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.</p>	<p>Level 1 students should be able to identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and provide limited explanation of the impact of those choices on meaning or presentation.</p>	<p>Level 2 students should be able to describe and distinguish text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and explain the obvious impact of those choices on meaning or presentation.</p>	<p>Level 3 students should be able to analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and explain the complex impact(s) of those choices on meaning and/or presentation.</p>	<p>Level 4 students should be able to analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and critique the complex impact(s) of those choices on meaning and/or presentation.</p>
<p>Target 7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p>	<p>Level 1 students should be able to minimally determine the figurative (e.g., hyperbole) or connotative meanings of some words and phrases used in context.</p>	<p>Level 2 students should be able to determine the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices on meaning and/or tone.</p>	<p>Level 3 students should be able to analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.</p>	<p>Level 4 students should be able to analyze and critique the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the complex impact(s) of those word choices on meaning and tone.</p>

<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Describe basic text structures and genre-specific features or formats and show a rudimentary understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and themes. • Have limited engagements and interaction with source materials in common. • May partially account for elements that contribute to points of view. • May identify and begin to determine meaning and impact of figurative language. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Summarize themes and analyze thematic development over the course of the text using relevant evidence. • Determine most intended or precise meanings of words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings (general academic/tier 2 words) based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools). • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made (development of universal themes, characters, impact of point of view or discourse style [dramatic irony, humor, satire, understatement] on plot/subplot development). • Sufficiently analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Sufficiently analyze text structures, genre-specific features or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Sufficiently analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Identify and analyze textual evidence in complex texts. • Provide thorough analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine most intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language (tiers 2 and 3). • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify inferences and judgments made about moderately and highly complex texts. • Advance a well-developed analysis of a moderately to highly complex text to show how connections are made in development of complex ideas or events. • With a moderately to highly complex text, analyze the effectiveness and impact of text structures and/or text features.
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Informational Text				
Target 8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to identify minimal textual evidence to support simple inferences made or conclusions drawn from texts of low complexity.	Level 2 students should be able to identify textual evidence to partially support inferences made or conclusions drawn from texts of moderate complexity.	Level 3 students should be able to identify and explain sufficient and relevant textual evidence to support inferences made or conclusions drawn about moderately to highly complex texts.	Level 4 students should be able to identify and analyze substantial and relevant textual evidence to support inferences made or conclusions drawn about moderately to highly complex texts.
Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.	Level 1 students should be able to use explicit details to summarize central ideas, topics, key events, or procedures.	Level 2 students should be able to partially summarize central ideas, topics, key events, or procedures from a text but with limited supporting ideas or relevant details.	Level 3 students should be able to accurately summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.	Level 4 students should be able to fluidly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details.
Target 10 WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).	Level 1 students should be able to determine, with guided support, the intended meanings of words including academic (tier 2) words, domain-specific (tier 3) words, and connotation/denotation, using some context and limited strategies somewhat effectively, with a primary focus on the academic vocabulary common to low and moderately complex texts in all disciplines.	Level 2 students should be able to determine, with some support, intended meanings of words including academic (tier 2) words, domain-specific (tier 3) words, and connotation/denotation, using some word analysis strategies with some effectiveness, with a primary focus on the academic vocabulary common to moderately complex texts in all disciplines.	Level 3 students should be able to independently determine intended or precise meanings of words including academic (tier 2) words, domain-specific (tier 3) words, and connotation/denotation, using context and multiple word analysis strategies effectively, with a primary focus on the academic vocabulary common to moderately to highly complex texts in all disciplines.	Level 4 students should be able to independently determine intended or precise meanings of words including college-level academic (tier 2) words, domain-specific (tier 3) words, and connotation/denotation, using multiple word analysis strategies (context, word patterns, relationships, etymology, use of specialized resources [e.g., dictionary, glossary, digital tools]) effectively and accurately with primary focus on the academic vocabulary common to moderately to highly complex texts in all disciplines.
Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts/ideas).	Level 1 students should be able to use limited reasoning and a minimal range of textual evidence from low to moderately complex texts to minimally support explanations of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among concepts/ideas).	Level 2 students should be able to partially apply reasoning and a mostly adequate range of textual evidence from moderately complex texts to partially justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among concepts/ideas).	Level 3 students should be able to apply reasoning and a sufficient range of textual evidence from moderately to highly complex texts to justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts/ ideas).	Level 4 students should be able to apply insightful reasoning and an extensive range of textual evidence from moderately to highly complex texts to justify thorough analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts/ ideas).

<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events, or in development of topics, themes, rhetorical features.</p>	<p>Level 1 students should be able to make minimal connections within and between low to moderately complex text(s) in the development of ideas or events, or in development of topics, themes, or simple rhetorical features.</p>	<p>Level 2 students should be able to advance a surface-level and underdeveloped analysis of moderately complex text(s) and the development of ideas or events, or development of topics, themes, or some rhetorical features.</p>	<p>Level 3 students should be able to advance a logical and supported analysis of moderately to highly complex text(s) to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features.</p>	<p>Level 4 students should be able to advance a sophisticated and well-developed analysis of a moderately to highly complex text to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features.</p>
<p>Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.</p>	<p>Level 1 students should be able to minimally identify aspects of text structures or formats, or genre features (e.g., graphic/visual information) in low to moderately complex texts and minimally identify and/or explain relationships between text structures or text features and meaning.</p>	<p>Level 2 students should be able to identify some aspects of text structures or formats, or genre features (e.g., graphic/visual information) in moderately complex texts and indicate minimal relationships between text structures or text features on meaning or presentation, with partial integration of visual information with information presented in words.</p>	<p>Level 3 students should be able to relate text structures or formats and/or genre features (e.g., graphic/visual information) in moderately to highly complex text and determine their impact on meaning or presentation, including integration of visual information with information presented in words.</p>	<p>Level 4 students should be able to evaluate the effectiveness of text structures or formats and/or genre features in moderately to highly complex texts and analyze their impact on meaning or presentation, including integration of visual information with information presented in words.</p>
<p>Target 14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.</p>	<p>Level 1 students should be able to offer a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify denotative meanings of words used in context and a minimal connection of these word choices on meaning.</p>	<p>Level 2 students should be able to offer a surface-level analysis of the figurative (e.g., oxymoron, hyperbole) or connotative meanings of words and phrases used in context and a partial explanation of the impact of these word choices on meaning and tone.</p>	<p>Level 3 students should be able to offer an analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and are able to explain the impact of these word choices on meaning and tone.</p>	<p>Level 4 students should be able to offer a deep analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and are able to explain fully the impact of these word choices on meaning and tone.</p>
<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. Provide a simple summary of key events and/or details of a text. Use sentence- and paragraph-level context and resources to determine meanings of grade-level words. Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. Describe basic text structures and genre-specific features or formats and show a rudimentary understanding of their impact. Demonstrate emerging knowledge of obvious genre interpretations and ideas. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> Cite sufficient textual evidence to support most inferences made or conclusions drawn about moderately to highly complex texts. Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. Independently determine most intended or precise meanings including academic (tier 2) words, some domain-specific (tier 3) words, and connotation/denotation using word analysis strategies effectively with primary focus on the academic vocabulary common to moderately complex texts in all disciplines. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> Identify and analyze textual evidence in complex texts. Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. Determine most intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, general academic (tier 2), and specialized language (tier 3). Apply sufficient reasoning and a full range of textual evidence to justify inferences or judgments made. Analyze the figurative and connotative

		<ul style="list-style-type: none"> • Have limited engagements and interaction with source materials in common. • May partially account for elements that contribute to points of view. • May identify and begin to determine meaning and impact of figurative language. 	<ul style="list-style-type: none"> • Apply reasoning and a sufficient range of textual evidence to moderately complex texts or justify sufficient analyses of author's presentation of moderately complex information. • Advance a logical and supported analysis of a moderately complex text to show how some connections are made in development of ideas or events, or development of topics, themes, or rhetorical features. • In moderately complex text, sufficiently analyze text structures and/or text features and determine the impact of text structures and/or text features on meaning or presentation, including integration of visual information with information presented in words. • Offer a sufficient analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and be able to explain the impact of these word choices on meaning and tone. 	<p>meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.</p> <ul style="list-style-type: none"> • Apply thorough reasoning and a range of textual evidence to justify analyses of moderately and highly complex texts. • Advance a well-developed analysis of a moderately to highly complex text to show how connections are made in development of complex ideas or events. • With a moderately to highly complex text, analyze the effectiveness and impact of text structures and/or text features.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</i>	<i>Level 1 students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</i>	<i>Level 2 students should be able to produce surface-level and under-developed writing for a limited range of purposes and audiences.</i>	<i>Level 3 students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>Level 4 students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).	Level 1 students should be able to minimally apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies, resulting in narrative writing or revisions that are weak in coherence and use of details.	Level 2 students should be able to partially apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence using some details when writing or revising brief narrative texts.	Level 3 students should be able to apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence using relevant details and precise words and phrases when writing or revising brief narrative texts.	Level 4 students should be able to apply effective narrative strategies, text structures, and transitional strategies for coherence using relevant, vivid details and precise words and phrases when writing or revising brief narrative texts.
Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to minimally apply writing strategies when writing or revising brief informational/explanatory text, resulting in writing that has weak coherence, minimal use of supporting evidence and/or elaboration, and/or a weak conclusion.	Level 2 students should be able to partially apply strategies when writing or revising a brief informational/explanatory text, resulting in writing with a partially developed topic and weak elaboration and/or attention to purpose and audience.	Level 3 students should be able to apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a suitable focus/tone and including relevant supporting evidence with appropriate attention to purpose and audience.	Level 4 students should be able to apply a variety of effective strategies when writing or revising brief informational/explanatory texts to develop a complex topic by clearly organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone and including relevant and strategically chosen supporting evidence.

<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p>	<p>Level 1 students should be able to write minimal informational/explanatory texts, in which there may be weak coherence and organization, minimal attention to purpose and audience, and minimal supporting evidence.</p>	<p>Level 2 students should be able to write partially developed informational/explanatory texts, in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a weak conclusion.</p>	<p>Level 3 students should be able to write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to consistently maintain a suitable focus/ tone, and integrating relevant supporting evidence from sources, as appropriate.</p>	<p>Level 4 students should be able to write effective and strategically developed informational/ explanatory texts appropriate for purpose and audience by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/ tone, and critically assessing and synthesizing supporting evidence from sources, as appropriate..</p>
<p>Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.</p>	<p>Level 1 students should be able to minimally use text features and/or visual components appropriate to a purpose.</p>	<p>Level 2 students should be able to use some text features and/or visual components with limited attention to purpose.</p>	<p>Level 3 students should be able to use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.</p>	<p>Level 4 students should be able to use effective text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.</p>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).</p>	<p>Level 1 students should be able to minimally apply writing strategies when writing or revising brief argumentative texts, resulting in texts with weak coherence, weakly articulated claims, minimal use of supporting evidence, and weak attention to audience and purpose.</p>	<p>Level 2 students should be able to partially apply some strategies when writing or revising brief argumentative texts and partially supporting a claim, with evidence and limited attention to counterclaims; using limited transitional strategies for coherence and language that mostly maintains an objective focus/ tone.</p>	<p>Level 3 students should be able to apply a variety of strategies when writing or revising brief argumentative texts to develop a precise claim by clearly organizing and citing relevant supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using appropriate language to maintain a suitable focus/ tone.</p>	<p>Level 4 students should be able to apply a variety of effective strategies when writing or revising brief argumentative texts to develop a precise claim by strategically organizing and citing relevant and persuasive supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using precise and vivid language to maintain a suitable focus/ tone.</p>
<p>Target 7. COMPOSE FULL TEXTS: Write full</p>	<p>Level 1 students should be able to write minimal argumentative texts, in which there</p>	<p>Level 2 students should be able to write partially developed argumentative texts that partially</p>	<p>Level 3 students should be able to write fully developed argumentative texts to develop a</p>	<p>Level 4 students should be able to write fully and effectively developed argumentative</p>

arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize, and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.	may be weak coherence and organization, minimal attention to audience, and weak evidence to support a claim.	support the claim(s) with evidence or acknowledge counterclaims and that have some gaps in organization and in attention to audience and purpose.	precise, knowledgeable claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone.	texts to develop a precise, knowledgeable, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/tone.
Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to use simplistic and limited syntax and vocabulary with minimal consideration of audience and purpose.	Level 2 students should be able to use varied syntax, vocabulary, and style when revising and composing texts in a limited way that may show limited attention to audience and purpose.	Level 3 students should be able to strategically use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.	Level 4 students should be able to strategically use vivid, precise, and varied syntax, vocabulary (including extensive use of academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 1 students should be able to minimally apply or edit the conventions of grade-appropriate, standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 2 students should be able to apply or edit with inconsistent command the conventions of grade-appropriate, standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 3 students should be able to apply and edit with consistent command the conventions of grade-appropriate, standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 4 students should be able to apply and edit with advanced command the conventions of grade-appropriate, standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
Target 10 TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.	Level 1 students should be able to, with significant support, use tools of technology to gather information, make revisions, or produce texts.	Level 2 students should be able to, with some support, use tools of technology to gather information, make revisions, or produce texts.	Level 3 students should be able to independently and effectively use tools of technology to gather information, make revisions, or produce texts.	Level 4 students should be able to independently evaluate and select tools of technology based on appropriateness and innovativeness to gather information, make revisions, or produce texts.

<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> • Weakly apply narrative strategies, textual structures, and transitional strategies for coherence. • Use a few relevant details when writing or revising brief narrative texts. • Use weak support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to precise word choice and/or syntax. • Apply or edit with minimal command the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message. • Edit narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Apply narrative strategies, text structures and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ton, and including some relevant supporting evidence. • Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/ton, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Uses text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/ton. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/ton. • Use precise and varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, standard English grammar usage and mechanics. Use 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Apply effective writing strategies and processes when writing and revising texts for all purposes • Use precise language • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness • Apply grade-appropriate editing skills
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>Level 1 students should be able to demonstrate minimal competency in employing listening skills.</i>	<i>Level 2 students should be able to employ listening skills for a range of purposes with limited competency.</i>	<i>Level 3 students should be able to employ effective listening skills for a range of purposes with competency.</i>	<i>Level 4 students should be able to employ effective listening skills for a range of purposes with superior competency.</i>
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials.	SL-2 Level 1 students should be able to minimally differentiate among source materials. SL-3 Level 1 students should be able to minimally identify or differentiate among points of view.	SL-2 Level 2 students should be able to partially evaluate sources presented in diverse media (e.g., visually, quantitatively, orally) for credibility and reliability. SL-3 Level 2 students should be able to partially evaluate a speaker's or source's point of view, reasoning, and use of evidence.	SL-2 Level 3 students should be able to accurately synthesize content from a diversity of source materials and media, discriminating for relevance and soundness among a range of rhetorical presentations of information SL-3 Level 3 students should be able to listen carefully for point of view and analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.	SL-2 Level 4 students should be able to provide insightful orchestration of diverse source materials from diverse perspectives. SL-3 Level 4 students should be able to systematically and meticulously evaluate the ways that uses of evidence, implicit premises, and contributions of rhetorical stylistic choices enhance or undermine points of view.
Expectations for Students at the Cut Scores		The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view. 	The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> Sufficiently synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. Listen carefully for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices. 	The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> Accurately synthesize diverse source materials from diverse perspectives. Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>Demonstrates minimal command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates partial command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates sufficient command of the knowledge and skills associated with college and career readiness.</i>	<i>Demonstrates deep command of the knowledge and skills associated with college and career readiness.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</i>	<i>Level 1 students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</i>	<i>Level 2 students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</i>	<i>Level 3 students should be able to use research/inquiry methods to explore a topic and analyze findings in a reasonable and thorough exploration of a topic.</i>	<i>Level 4 students should be able to use research/inquiry methods as a way to engage with a topic: analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.</i>
Target 1. PLAN/RESEARCH: Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	Level 1 students should be able to minimally use the results of an Internet search when exploring a topic, issue, or problem and then conduct minimal examination of the research results.	Level 2 students should be able to rely on limited research/inquiry methods when exploring a topic, issue, or problem, demonstrating limited ability to select sources and examine relationships among concept or perspectives in research results.	Level 3 students should be able to use research/inquiry methods as a way to purposefully explore a topic, issue, or problem, selecting from and analyzing diverse sources, and exploring the interrelationships among the concepts and perspectives.	Level 4 students should be able to use research/inquiry methods as a way to purposefully engage with a topic, evaluating and synthesizing the uses and limitations of a variety of sources from diverse perspectives, and then judiciously employing multimodal resources to advance a sustained exploration of a topic.
Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	Level 1 students should be able to gather minimal sources and minimally examine their appropriateness for supporting a presentation on a topic.	Level 2 students should be able to gather limited sources to use to support a presentation on a topic, partially examining the sources to determine how the information may be integrated.	Level 3 students should be able to analyze several authoritative sources of evidence with some diversity of formats to support an analysis of a topic, determining how best to integrate the information/evidence to support a presentation on the topic.	Level 4 students should be able to synthesize multiple sources and formats of highly relevant, authoritative information and discriminate among them to support an innovative and illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.
Target 3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources.	Level 1 students should be able to use minimal number of sources that are easily available and evaluate them superficially when conducting research.	Level 2 students should be able to locate relevant sources of information with some awareness of the effect of the limitations of these sources on their own composition.	Level 3 students should be able to search carefully for relevant, authoritative information and effectively evaluate the uses and limitations of source material and its influence on the authority of their own composition.	Level 4 students should be able to purposefully search for relevant information from diverse authoritative sources; systematically and meticulously evaluate their uses and limitations, and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own composition.
Target 4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures.	Level 1 students should be able to generate factual or opinion-based statements, claims, or ideas with minimal supporting evidence.	Level 2 students should be able to generate a partial or underdeveloped claim with limited use of evidence or a strong claim with insufficient supporting evidence.	Level 3 students should be able to generate a specific, debatable claim or main idea and evaluate and cite sufficient, relevant, supporting evidence.	Level 4 students should be able to generate an authoritative and insightful claim and evaluate and cite substantial, compelling, and relevant supporting evidence.

<p>Expectations for Students at the Cut Scores</p>		<p>The student who just enters Level 2 should be able to</p> <ul style="list-style-type: none"> • Possess minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Produce an argument with a claim and provide minimal support. 	<p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> • Use research/inquiry methods as a way to explore a topic; select from and sufficiently analyze sources from diverse perspectives and present findings in a multimodal and sustained exploration of the topic. • Sufficiently analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and sufficiently evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and evaluate and cite some sufficient relevant evidence. 	<p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> • Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support a thorough analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.
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