Grade 11 English Language Arts/Literacy Performance Level Descriptors

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
4	Very Complex Moderately Complex Readily Accessible	Mostly accurate Mostly accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
3	Very Complex Moderately Complex Readily Accessible	Generally accurate Generally accurate Mostly accurate	Explicit and inferential Explicit and inferential Explicit and inferential
2	Very Complex Moderately Complex Readily Accessible	Minimally accurate Minimally accurate Generally Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
1	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally accurate Minimally accurate	Explicit Explicit and inferential Explicit and inferential

1. Text Complexity

The complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, there is a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

There are two components for determining text complexity for **all** passages:

a.   Two quantitative text complexity measures (Flesch-Kincaid and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b.   Text Analysis Worksheets, one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, there are scoring rubrics that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The Performance Level Descriptors (PLDs) describe five levels of accuracy at grades 9-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates <u>full</u> understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates <u>basic</u> understanding.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>minimal</u> understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates <u>limited</u> understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table**	**See Informational Evidence Table**	**See Vocabulary Evidence Table**
Level 4	**Level 3**	**Level 2**	**Level 1**
A student who achieves at **Level 4 exceeds expectations** for the assessed standards.	A student who achieves at **Level 3 meets expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.	A student who achieves at **Level 1 did not yet meet expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do minimally accurate analysis of the text, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do generally accurate analyses of the text, showing partial understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to do minimally accurate analysis of the text, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.		**See Writing Evidence Table**	
Level 4	**Level 3**	**Level 2**	**Level 1**
A student who achieves at **Level 4 exceeds expectations** for the assessed standards.	A student who achieves at **Level 3 meets expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.	A student who achieves at **Level 1 did not yet meet expectations** for the assessed standards.
In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: ● Provides <u>effective</u> development of the claim, topic, and/or narrative elements, using <u>clear</u> reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. ● <u>Establishes and maintains</u> an <u>effective</u> style, while attending to the norms and conventions of the discipline. ● <u>Effectively</u> draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: ● Provides development of the claim, topic, and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is <u>generally</u> appropriate to the task, purpose, and audience. ● Demonstrates <u>some</u> coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. ● <u>Establishes and maintains</u> a <u>mostly effective</u> style, while attending to the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes <u>mostly</u> precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating partial coherence, clarity, and/or cohesion. The student: ● Provides <u>partial</u> development of the claim, topic, and/or narrative elements, using <u>some</u> reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is <u>limited in its appropriateness</u> to the task, purpose, and audience. ● Demonstrates <u>partial</u> coherence, clarity, and/or cohesion, and includes some evidence of an introduction, conclusion, and logically grouped ideas. ● <u>Employs</u> a style that is <u>partially effective</u>, with <u>some</u> awareness of the norms of the discipline. ● Draws <u>partial</u> evidence from literary or informational texts to support analysis, reflection, and research. ● Includes <u>some</u> description, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>limited</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: ● Provides <u>minimal</u> development of the claim, topic, and/or narrative elements, using <u>limited</u> reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is <u>inappropriate</u> to the task, purpose, and audience. ● Demonstrates <u>limited</u> coherence, clarity, and/or cohesion, making the writer's progression of ideas <u>somewhat unclear</u>. ● <u>Employs</u> a style that has <u>limited effectiveness</u>, with <u>limited</u> awareness of the norms of the discipline. ● Draws <u>minimal</u> evidence from literary or informational texts to support analysis, reflection, and research. ● Includes <u>limited</u> description, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.			
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table**		
Level 4	**Level 3**	**Level 2**	**Level 1**
A student who achieves at **Level 4 exceeds expectations** for the assessed standards.	A student who achieves at **Level 3 meets expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.	A student who achieves at **Level 1 did not yet meet expectations** for the assessed standards.