Grade 4 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 & Inferential Explicit & Inferential Explicit & Inferential
3	Very Complex Moderately Complex Readily Accessible	Generally Accurate Generally Accurate Mostly Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential
2	Very Complex Moderately Complex Readily Accessible	Minimally Accurate Generally accurate Mostly Accurate	Explicit & Inferential Explicit & Inferential Explicit & Inferential
1	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally accurate Partially accurate	Explicit & Inferential Explicit & Inferential Explicit & 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 that uses 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 3-8 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.

Partially accurate – The student is able to accurately state the gist of the text(s) but is unable to state some of the key or supporting details with accuracy. The student is partially able to connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>partial</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 does 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 be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to be accurate when asking and/or answering questions, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to ask and/or answer questions with minimal accuracy, 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 be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to be accurate when asking and/or answering questions, 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 ask and/or answer questions with minimal accuracy, 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 be partially accurate when asking and/or answering questions, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining 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 does not yet meet expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that often is not controlled.
The student: ● Provides effective development of the topic and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is appropriate to the task and purpose. ● Demonstrates purposeful organization that includes an introduction and/or conclusion. ● Correctly uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	The student: ● Develops the topic and/or narrative elements using reasoning, details, text- based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task and purpose. ● Demonstrates purposeful organization that is mostly controlled and may include an introduction and/or conclusion. ● Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	The student: ● Develops topic and/or narrative elements in manner that is general in its appropriateness to the task and purpose. ● Demonstrates some organization. ● Includes some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.	The student: ● Provides minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal organization. ● Includes minimal linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

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 does not yet meet expectations** for the assessed standards.
In **writing**, students demonstrate <u>full</u> command of the conventions of Standard English consistent with edited writing. There <u>may be some errors</u> in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are <u>errors</u> in grammar and usage that <u>may occasionally impede</u> understanding.	In **writing**, students demonstrate <u>basic</u> command of the conventions of Standard English consistent with edited writing. There are <u>few patterns of errors</u> in grammar and usage that <u>impede</u> understanding, demonstrating <u>partial</u> control over language.	In **writing**, students demonstrate <u>minimal</u> command of the conventions of Standard English consistent with edited writing. There are <u>patterns of errors</u> in grammar and usage that <u>impede</u> understanding, demonstrating <u>minimal</u> control over language.