



Grade 3 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by referring explicitly to the text to recount and describe key ideas and details. The student thoroughly describes, explains, compares, and contrasts elements of literary texts, including theme and how characters' actions contribute to the sequence of events. The student skillfully describes, explains, compares, and contrasts informational texts using informational elements, including central message and text features. The student thoroughly explains point of view, compares key ideas, and makes connections within or between texts. The student thoroughly describes the relationship between a series of historic events, between scientific concepts, or between steps in technical procedures. The student uses information gained from illustrations, maps, and photographs in a text to demonstrate understanding of the text. The student uses context and knowledge of word structure consistently to determine meanings or shades of meaning of unknown words or phrases. The student consistently demonstrates understanding of literal and nonliteral meanings of words. The student writes opinion, informative/explanatory, and/or narrative responses using effective reasons, information, and details with thorough organization to convey ideas. The student demonstrates a skillful and consistent command of standard English grammar, usage, and mechanics to convey ideas for effect.

Grade 3 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by referring explicitly to the text to recount and describe key ideas and details. The student describes, explains, compares, and contrasts elements of literary texts, including theme and how characters' actions contribute to the sequence of events. The student describes, explains, compares, and contrasts informational texts using informational elements, including central message and text features. The student explains point of view, compares key ideas, and makes connections within or between texts. The student describes the relationship between a series of historic events, between scientific concepts, or between steps in technical procedures. The student uses information gained from illustrations, maps, and photographs in a text to demonstrate understanding of the text. The student uses context and knowledge of word structure to determine meanings or shades of meaning of

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unknown words or phrases. The student demonstrates understanding of literal and nonliteral meanings of words. The student writes opinion, informative/explanatory, and/or narrative responses using reasons, information, and details with clear organization to convey ideas. The student demonstrates a command of standard English grammar, usage, and mechanics to convey ideas for effect.

Grade 3 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts. The student insufficiently describes, explains, compares, and contrasts literary texts and demonstrates limited understanding of theme and characterization. The student insufficiently describes, explains, compares, and contrasts informational texts and demonstrates limited understanding of informational elements, including central message and text features. The student demonstrates partial understanding of point of view, key ideas, and connections within or between texts. The student inconsistently describes the relationship between a series of historic events, between scientific concepts, or between steps in technical procedures. The student inconsistently uses information gained from illustrations, maps, and photographs in a text to demonstrate understanding of the text. The student inconsistently uses context and knowledge of word structure to determine meanings or shades of meaning of unknown words or phrases. The student inconsistently demonstrates understanding of literal and nonliteral meanings of words. The student writes opinion, informative/explanatory, and/or narrative responses with inadequate content and weak organization. The student demonstrates a limited command of standard English grammar, usage, and mechanics to convey ideas.

Grade 3 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates minimal or no understanding of writing skills.



Grade 4 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by referring explicitly to the text to draw inferences, summarize, and/or explain. The student thoroughly describes, explains, compares, contrasts, and/or determines literary and/or informational elements, using accurate details from the text. The student skillfully compares and contrasts the point of view in different texts and the treatment of theme in literary texts. The student thoroughly explains events, procedures, ideas, steps, or concepts in a text, including what happened and why based on information from the text. The student thoroughly compares and contrasts firsthand and secondhand accounts of the same event or topic, integrates information from texts, interprets text features, and describes overall structure within and/or between informational texts. The student consistently uses context and word structure to determine meanings of words or phrases. The student consistently demonstrates understanding of figurative language, word relationships, and nuances in word meanings. The student writes opinion, informative/explanatory, and/or narrative responses using effective reasons, relevant facts/ideas, precise word choice, and thorough organization to convey meaning. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized and thorough analysis that cites substantial relevant evidence to support its intended purpose. The student demonstrates a skillful and consistent command of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.

Grade 4 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by referring explicitly to the text to draw inferences, summarize, and/or explain. The student describes, explains, compares, contrasts, and/or determines literary and/or informational elements, using details from the text. The student compares and contrasts the point of view in different texts and the treatment of theme in literary texts. The student explains events, procedures, ideas, steps, or concepts in a text, including what happened and why based on information from the text. The student compares and contrasts firsthand and secondhand accounts of the same event or topic, integrates information from texts, interprets text features, and describes overall structure within and/or between informational texts. The student uses context and word structure to determine meanings of words or

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phrases. The student demonstrates understanding of figurative language, word relationships, and nuances in word meanings. The student writes opinion, informative/explanatory, and/or narrative responses using reasons, relevant facts/ideas, clear word choice, and appropriate organization to convey meaning. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized analysis that cites textual evidence to support its intended purpose. The student demonstrates a command of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.

Grade 4 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts. The student insufficiently describes, explains, compares, contrasts, and/or determines literary and/or informational elements. The student insufficiently compares and contrasts the point of view or theme in different texts. The student inconsistently explains events, procedures, ideas, steps, or concepts in a text, including what happened and why based on information from the text. The student insufficiently compares and contrasts firsthand and secondhand accounts of the same event or topic, integrates information from texts, interprets text features, and describes overall structure within and/or between informational texts. The student inconsistently uses context and word structure to determine meanings of words or phrases. The student inconsistently demonstrates understanding of figurative language, word relationships, and nuances in word meanings. The student writes opinion, informative/explanatory, and/or narrative responses with inadequate content and weak organization. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates a weak analysis that uses inadequate evidence to support its intended purpose. The student demonstrates a limited command of standard English grammar, usage, and mechanics.

Grade 4 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates minimal or no understanding of writing skills.



Grade 5 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by using accurate textual evidence to draw inferences; make generalizations; and summarize, explain, and/or interpret a text. The student thoroughly describes, compares, contrasts, and interprets two or more literary and/or informational elements such as main ideas, characters, settings, events, ideas, and the relationships and interactions between them. The student demonstrates thorough comprehension of, between, and/or among texts through comparisons of overall structure, text features, points of view, key ideas, and relevant details. The student consistently uses context, word structure, and word relationships to determine meanings of words or phrases and interprets figurative language and nuances of word meanings. The student writes opinion, informative/explanatory, and/or narrative responses with a comprehensive awareness of purpose and/or audience, using thorough organizational techniques or structure, pertinent information, relevant facts/ideas, and precise language to convey meaning. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized and thorough analysis that cites substantial relevant evidence to support its intended purpose. The student demonstrates a skillful and consistent command of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.

Grade 5 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by using textual evidence to draw inferences; make generalizations; and summarize, explain, and/or interpret a text. The student describes, compares, contrasts, and interprets two or more literary and/or informational elements such as main ideas, characters, settings, events, ideas, and the relationships and interactions between them. The student demonstrates comprehension of, between, and/or among texts through comparisons of overall structure, text features, points of view, key ideas, and relevant details. The student uses context, word structure, and word relationships to determine meanings of words or phrases and interprets figurative language and nuances of word meanings. The student writes opinion, informative/explanatory, and/or narrative responses with an awareness of purpose and/or audience, using organizational techniques or structure, pertinent information, relevant facts/ideas, and clear language to convey meaning. The student writes a text-dependent analysis essay

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that responds to a text or texts and demonstrates an organized analysis that cites textual evidence to support its intended purpose. The student demonstrates a command of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.

Grade 5 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts. The student insufficiently describes, compares, contrasts, and interprets two or more literary and/or informational elements. The student demonstrates limited comprehension of text through vague comparisons of overall structure, text features, points of view, and key ideas. The student inconsistently uses context, word structure, and word relationships to determine meanings of words or phrases and insufficiently interprets figurative language and nuances of word meanings. The student writes opinion, informative/explanatory, and/or narrative responses with some awareness of purpose and/or audience, insufficient organization, limited word choice, and inadequate detail. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates a weak analysis that uses inadequate evidence to support its intended purpose. The student demonstrates a limited command of standard English grammar, usage, and mechanics.

Grade 5 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates minimal or no understanding of writing skills.



Grade 6 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by using key textual evidence to effectively summarize and/or analyze a text. The student thoroughly analyzes how an element of literature or informational text develops and influences the text. The student determines a central idea in an informational text. The student determines how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student determines the effectiveness of point of view in a text. The student thoroughly compares and contrasts texts in different forms or genres. The student traces the development of an argument and thoroughly evaluates the author's claims and evidence in a text. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and substantive evidence to develop a cohesive argumentative/informational essay on a topic in a formal style for an intended audience. The student thoroughly organizes a narrative with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized and thorough analysis that cites substantial and relevant evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a thorough command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 6 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by using textual evidence to summarize and/or analyze a text. The student analyzes how an element of literature or informational text develops and influences the text. The student determines a central idea in an informational text. The student determines how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student determines the effectiveness of point of view in a text. The student compares and contrasts texts in different forms or genres. The student traces the development of an argument and evaluates the author's claims and evidence in a text. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and relevant evidence to develop an organized argumentative/informational essay on a topic in a formal style for an intended audience. The student organizes a narrative with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized analysis that cites textual evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 6 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts and may use textual evidence to summarize and/or analyze a text. The student inconsistently analyzes how an element of literature or informational text develops and influences the text. The student may determine a central idea in an informational text. The student may determine how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student determines the point of view in a text. The student provides an incomplete comparison between texts in different forms or genres. The student may identify the development of an argument and may evaluate the author's claims and evidence in a text. The student may use context and word structure to determine the meanings of words, may interpret figurative language, and may understand some word meanings. In writing, the student inconsistently uses reasoning and evidence to develop an argumentative/informational essay on a topic for an intended audience. The student organizes a narrative using limited narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates a weak analysis that may include inadequate evidence to support its intended purpose. The student may use transitions. The student recognizes and demonstrates a partial command of the conventions of standard English grammar, usage, and mechanics.

Grade 6 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates minimal or no understanding of writing skills.



Grade 7 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by using key textual evidence to effectively summarize and/or analyze a text. The student thoroughly analyzes how elements of literature or informational text develop and influence the text. The student determines two or more central ideas in an informational text. The student determines and thoroughly analyzes how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student thoroughly analyzes the effect of points of view in texts and determines how the author's position is distinguished from others. The student compares and contrasts a fictional portrayal and a historical account of the same period to understand how authors of fiction use or alter history. The student evaluates arguments and claims, assesses reasoning and evidence, and thoroughly analyzes the differences in how two or more authors present key information on the same topic. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and effective evidence to develop a cohesive argumentative/informational essay on a topic in a formal style for an intended audience. In an argumentative essay, the student acknowledges an opposing viewpoint. The student thoroughly organizes a narrative with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized and thorough analysis that cites substantial and relevant evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a thorough command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 7 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by using several pieces of textual evidence to summarize and/or analyze a text. The student analyzes how elements of literature or informational text develop and influence the text. The student determines two or more central ideas in an informational text. The student determines and analyzes how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student analyzes the effect of points of view in texts and determines how the author's position is distinguished from others. The student compares and contrasts a fictional portrayal and a historical account of the same period. The student evaluates arguments and claims, assesses reasoning and evidence, and analyzes the differences in how two or more authors present key information on the same topic. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and relevant evidence to develop an organized argumentative/informational essay on a topic in a formal style for an intended audience. In an argumentative essay, the student acknowledges an opposing viewpoint. The student organizes a narrative with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized analysis that cites textual evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 7 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts and may use textual evidence to summarize and/or analyze a text. The student inconsistently analyzes how elements of literature or informational text develop and influence the text. The student may determine central ideas in an informational text. The student may determine and/or analyze how the author uses organization, structure, form, text features, figurative language, and/or word choice to achieve a purpose. The student may analyze the effect of points of view in texts and/or may determine how the author's position is distinguished from others. The student provides an incomplete comparison between a fictional portrayal and a historical account of the same period. The student inconsistently evaluates arguments and claims, minimally assesses reasoning and evidence, and/or provides a limited analysis of differences in how two or more authors present information on the same topic. The student may use context and word structure to determine the meanings of words, may interpret figurative language, and may understand some word meanings. In writing, the student inconsistently uses reasoning and evidence to develop an argumentative/informational essay on a topic for an intended audience. In an argumentative essay, the student may acknowledge an opposing viewpoint. The student organizes a narrative using limited narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates a weak analysis that may include inadequate evidence to support its intended purpose. The student may use transitions. The student demonstrates a partial command of the conventions of standard English grammar, usage, and mechanics.

Grade 7 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates little or no understanding of writing skills.



Grade 8 Advanced

A student performing at the advanced level demonstrates thorough comprehension of literary and informational texts by using key textual evidence to effectively summarize and/or analyze texts. The student thoroughly analyzes how elements of literature or informational text develop and influence the text. The student determines and thoroughly analyzes how the author uses organization, structure, and/or word choice to achieve a purpose. The student thoroughly analyzes the effect of points of view in texts. The student thoroughly analyzes how the author responds to conflicting evidence or viewpoints in informational text. The student analyzes the influence that patterns of events and character types found in traditional literature have on modern text, including describing how the material is rendered new. The student clearly delineates and effectively evaluates an argument, recognizing relevant and irrelevant evidence and sound reasoning and identifying where texts disagree. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and effective evidence to develop a cohesive argumentative/informational essay on a topic in a formal style for an intended audience. In an argumentative essay, the student acknowledges and addresses counterclaims. The student thoroughly organizes a narrative that engages the reader with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized and thorough analysis that cites substantial and relevant evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a thorough command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 8 Proficient

A student performing at the proficient level demonstrates comprehension of literary and informational texts by using textual evidence to summarize and/or analyze texts. The student analyzes how elements of literature or informational text develop and influence the text. The student determines and analyzes how the author uses organization, structure, and/or word choice to achieve a purpose. The student analyzes the effect of points of view in texts. The student analyzes how the author responds to conflicting evidence or viewpoints in informational text. The student analyzes the influence that patterns of events and character types found in traditional literature have on modern text. The student delineates and evaluates an argument, recognizing relevant and irrelevant evidence and sound reasoning and identifying where texts disagree. The student uses context and word structure to determine the meanings of words, interprets figurative language, and understands nuances in word meanings. In writing, the student uses logical reasoning and relevant evidence to develop an organized argumentative/informational essay on a topic in a formal style for an intended audience. In an argumentative essay, the student acknowledges and addresses counterclaims. The student organizes a narrative with a controlling point, using precise words, phrases, and narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates an organized analysis that cites textual evidence to support its intended purpose. The student uses a variety of appropriate transitional words, phrases, and clauses. The student recognizes and demonstrates a command of the conventions of standard English grammar, usage, and mechanics to convey ideas precisely and for effect.



Grade 8 Basic

A student performing at the basic level demonstrates limited comprehension of literary and informational texts and may use textual evidence to summarize and/or analyze texts. The student inconsistently analyzes how elements of literature or informational text develop and influence the text. The student may determine and/or analyze how the author uses organization, structure, and/or word choice to achieve a purpose. The student may analyze the effect of points of view in texts. The student may analyze how the author responds to conflicting evidence or viewpoints in informational text. The student provides weak analysis of the influence that patterns of events and character types found in traditional literature have on modern text. The student identifies and may evaluate an argument, recognizing relevant evidence and where texts disagree. The student may use context and word structure to determine the meanings of words, may interpret figurative language, and may understand some word meanings. In writing, the student inconsistently uses reasoning and evidence to develop an argumentative/informational essay on a topic for an intended audience. In an argumentative essay, the student may acknowledge and address counterclaims. The student organizes a narrative using limited narrative techniques. The student writes a text-dependent analysis essay that responds to a text or texts and demonstrates a weak analysis that may include inadequate evidence to support its intended purpose. The student may use transitions. The student recognizes and demonstrates a partial command of the conventions of standard English grammar, usage, and mechanics.

Grade 8 Below Basic

A student performing at the below basic level demonstrates inadequate understanding of literary and informational texts. The student demonstrates minimal or no understanding of vocabulary, word meaning, and conventions of language. The student demonstrates little or no understanding of writing skills.