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 that 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 that students display at predetermined levels of achievement (e.g., Basic, Proficient, and Advanced). These ALDs are often found on student-level score reports or on state aggregate reports so that stakeholders, such as parents and teachers, can understand the types of knowledge, skills, and processes that students have demonstrated on an assessment.

In its Content Specifications documents, Smarter Balanced defines the assessment claims and articulates how the CCSS will be demonstrated with assessment items and tasks. At a finer level of detail, the Content Specifications also include assessment targets that map the CCSS onto statements of evidence, which will be collected through the assessment. The ALDs presented in this document have been 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. This new approach allows for the development of ALDs 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 to 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 here are linked to an operational definition of college content-readiness as well as a policy framework to guide score interpretation for high schools and colleges. Smarter Balanced does not yet have a parallel operational definition and framework for career readiness; however, 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 assessments. At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and 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 assessment 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 the 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.

Figure 1. Relationship between Test Scale and ALDs

What Are Achievement Level Descriptors?

Achievement level descriptors (ALDs) 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 knowledge, skills, and processes demonstrated by students in each category of performance. The Policy, Range, and Threshold ALDs provided with this report are labeled as “initial” because they all 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. In addition, they will be augmented to include the Reporting ALDs. This will ensure a seamless integration of the ALDs with student performance measures.

Figure 1 shows the relationship between performance on a standardized assessment and the ALDs. The horizontal line in Figure 1 represents the test scale, which ranges from low test scores to high test scores. Low test scores signify poorer performance on the test than do high test scores. The horizontal line is separated by three cut scores into four levels of achievement. The cut scores represent the test score necessary for a student to move from one level of achievement to the next highest level. The ALDs describe the knowledge, skills, and processes of the students in each level of achievement. No cut score is necessary for the lowest level of achievement.

A higher score on the test reflects a greater accumulation of knowledge, skills, and processes. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the higher level ALDs. For example, a Level 3 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1 and 2.

The most commonly understood use of ALDs is to communicate the meaning of test scores. When assessment scores are reported 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 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. These descriptors set the tone for the 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; these ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels. The Range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the Range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students should have.

- **Threshold ALDs** are created in conjunction with or following Range ALDs and are used to guide standard setting. The Threshold ALDs are a subset of the Range ALDs and use only the information from the Range ALDs that defines the minimum performance required to be considered as meeting a particular achievement-level expectation. As with the Range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. For the Threshold ALDs, it is important to understand that they reflect the cumulative skills of the Range ALDs, not just the Threshold ALDs. The student who has achieved the Threshold Level 3 is assumed to have the knowledge, skills, and processes of the Range Levels 1 and 2 ALDs.

- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014. An important difference between the Reporting ALDs and the Range/Threshold ALDs is that the Reporting ALDs reflect student test performance. As such, they reflect the knowledge, skills, and processes that students can do.

These ALDs are not intended to provide guidance to classroom teachers for curriculum or individual student decisions. Such guidance will be provided through the formative assessments.

**A Note Regarding Mathematics ALDs.** As elaborated in the Content Specifications (see pages 16–17 in particular), Smarter Balanced aims to assess multiple dimensions of mathematical proficiency. These ALDs should be read and understood accordingly, with student achievement progressing not only in familiar dimensions but some new ways reflecting the coherence, focus, and rigor of the standards. Familiar dimensions include the number of steps a student can perform to reach a correct solution (for example, the size of denominators a student can work with in problems involving fractions), while new dimensions include a student's ability to reason and their facility with multiple representations (for example, in making use of functions).
Table 1. ALDs by Use, Purpose, and Intended Audience

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

**Developing Achievement Level Descriptors for Smarter Balanced**

The creation of ALDs was identified as a major work effort in Smarter Balanced’s overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of the developers at CTB/McGraw-Hill. The ALDs associated with this document were created at a workshop and have been revised based on public feedback.

**ALD-Writing Workshop**

Smarter Balanced held a 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. Appendix A contains all workshop panelists as well as workshop facilitators.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications (www.smarterbalanced.org/smarter-balanced-assessments/) and the CCSS (www.corestandards.org). For the Policy ALDs, the panelists delineated the Smarter Balanced overall claims and 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.
Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

**Review Cycles and Public Feedback**

Following the workshop, a series of reviews have taken place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by a public review period where Smarter Balanced collected feedback through an online survey.

In general, the public review provided refinements in a variety of directions. Some particular concerns that were raised and addressed included:

- greater distinctions between levels;
- clarity around terminology throughout the document, with specific attention focused on the defining phrases;
- consistency of language throughout (such as between Policy, Range, and Threshold ALDs);
- clarity around the impact of providing a college-readiness statement while a student is in grade 11; and
- clarity of the parameters of college readiness (e.g., is college readiness more than academics?).

The initial ALDs presented in this document reflect the changes that were made as a result of the review process.

**College Content-Readiness**

Representatives of higher education have been working closely with K–12 colleagues on 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 Grade 11 summative assessments in ELA and mathematics as evidence of readiness for entry-level, transferable credit-bearing college courses. Connecting student performance to a tangible postsecondary outcome will send a signal to students, parents, and schools that the knowledge and skills delineated in the CCSS matter, providing individual students with a powerful incentive to do their best work on the assessments and demonstrating the clear link between students’ K–12 experience and the demands of higher education.

The CCSS enable the development of such policies to more clearly connect K–12 and higher education. The standards were developed by both higher education faculty and K–12 content experts to clearly articulate the knowledge and skills necessary for college readiness in English language arts and mathematics. The Smarter Balanced draft Initial Achievement Level Descriptors and College Content-Readiness Policy take that process a step further by defining the performance standards that students must meet in order to be exempt from remedial or developmental
coursework (not only what students must learn but to what degree they must master the specified knowledge and skills).\footnote{While some colleges and universities distinguish between remedial and developmental courses, the terms are used interchangeably here, as they are in most higher-education settings. Both terms refer to non-credit courses designed to instruct students on material that is pre-requisite to entry-level, credit-bearing 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 Higher-Education and K–12 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. Like the ALDs, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

Table 2. College Content-Readiness Definition

<table>
<thead>
<tr>
<th>Subject</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Literacy</td>
<td>Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.</td>
</tr>
</tbody>
</table>

\footnote{Speaking is an element of the CCSS in English language arts/literacy, but because the summative assessment will not measure student speaking skills due to current practical and technological constraints, the College Content-Readiness Policy does not include this skill.}
<table>
<thead>
<tr>
<th>Level</th>
<th>Policy ALD</th>
<th>College Content Readiness</th>
<th>Implications for Grade 12 and College Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness.</td>
<td>Student is exempt from developmental course work.</td>
<td>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, writing samples, etc.) to determine student placement in advanced courses beyond an initial entry-level course.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness.</td>
<td>Student is exempt from developmental course work, <em>contingent on evidence of continued learning in Grade 12.</em></td>
<td>Within each state, higher education and K–12 officials determine appropriate evidence of continued learning (such as test scores or course grades). For students who demonstrate evidence of continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine student placement in advanced courses beyond an initial entry-level course. Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses for students who fail to demonstrate sufficient evidence of continued learning in Grade 12.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.</td>
<td>Student needs support to meet college content-readiness standard.</td>
<td>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 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall). Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content-readiness.</td>
<td>Student needs substantial support to meet college content-readiness standard.</td>
<td>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, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.</td>
</tr>
</tbody>
</table>
Several stipulations are important to understanding the draft College Content-Readiness Policy:

- **College Readiness vs. College Content-Readiness.** Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, only some 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 2).

- **Multiple Measures of Content-Readiness.** 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. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning to determine whether an exemption from developmental course work is warranted for all but the highest-performing students and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education (see Table 3). Furthermore, while this policy is focused on the Smarter Balanced assessment, within states, K–12 and higher education may establish policies that provide rigorous alternate means for students to demonstrate readiness for credit-bearing courses (grades or portfolios, other assessment scores, etc.).

- **Support for Emerging Approaches to Developmental Education.** A growing movement in higher education encourages liberal placement of students into credit-bearing courses with co-requisite supports to compensate for any knowledge or skill deficits. To clearly communicate high expectations and incentivize schools, teachers, and students, the Content-Readiness Policy asks colleges to guarantee students with strong performance that they are exempt from remedial or developmental mathematics and English courses. However, it does not preclude colleges from ultimately placing students who perform below the content-readiness standard into credit-bearing courses; this decision is left to the discretion of individual colleges and universities or college and university systems.

- **Math Requirements for Advanced Courses.** The CCSS in mathematics were designed to prepare students for the most typical entry-level college mathematics and statistics courses (e.g., College Algebra and Introductory Statistics). The CCSS also include a set of standards, primarily for instruction during Grade 12, to prepare students who seek to major in a Science, Technology, Engineering, or Mathematics (STEM) field and will need to take more advanced mathematics courses (e.g., Calculus) during the first year of college. Because the Smarter Balanced Assessment System concludes at Grade 11, it does not include items and tasks aligned to these STEM-related standards. The College Content-Readiness Policy assumes that colleges will need to assess additional evidence (grades, placement, admission test scores, etc.) for students seeking to enter advanced mathematics courses.

- **College Content-Readiness and Admission.** The College Content-Readiness Policy operates within the context of existing institutional admission policies; open-admission institutions will serve many students who do not meet the college content-readiness performance benchmark, and highly selective institutions may not admit students who score at Level 3 or 4 on the assessment, just as they now may not admit students with high college admission test scores or strong grade point averages. In addition, student course-taking decisions in high school will continue to be influenced by the admission requirements of colleges and universities. For example, students at Level 4 who plan to seek admission to selective institutions will make course choices for Grade 12 that comply with the requirements of
those institutions. By identifying students who are either on track or ready for credit-bearing courses, schools may be better able to advise students on college options and Grade 12 courses. Finally, at their discretion, institutions may choose to include Smarter Balanced scores among the information they consider as they make admission decisions.

- **Support for Students at Levels 1 and 2.** States and districts will make decisions about support for these students, but they may draw from an array of existing resources. There are a number of projects underway (Southern Regional Education Board project on Transition Courses, Carnegie Foundation Quantway/Statway project, California State University Expository Reading and Writing Course, etc.) that offer model courses and other types of interventions that schools and colleges can implement to assist students in addressing academic deficiencies before leaving high school. States may choose to adopt and customize existing resources or build their own.

This draft policy does not yet address all elements of college and career readiness. In particular, the consortium is working to address the following topics:

- **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 to determine whether students may be exempted from developmental coursework. 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 an array of studies, including longitudinal studies of students who completed the Smarter Balanced assessments in Grade 11 and subsequently entered higher education as well as studies that allow colleges and universities to compare student performance on the Smarter Balanced assessment to known measures (existing admission and placement tests). 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 providing evidence of student readiness for the array of postsecondary options, 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.

**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. In addition, there are four specific content claims in each of the two main content areas (ELA/literacy and mathematics). Through these claims, Smarter Balanced has made an assertion about the desired performance of students.

Figure 2 provides a graphic representation of the relationship of the claims to the content categories, assessment targets, and the related standards in the CCSS. Each of these components was
important to creating the ALDs. There are Policy ALDs 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 called “Policy ALDs” and the ALDs associated with the specific content claims will be called “Content ALDs.”

Policy ALDs. The Grade 11 overall claim was delineated into the following four levels (with the defining phrases bolded):

- The Level 4 student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college and career readiness.
- The Level 1 student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college and career readiness.

The overall claims for Grades 3–8 were delineated using the same defining phrases (thorough understanding, adequate understanding, partial understanding, and minimal understanding).

Content ALDs. The specific content claims were delineated into the four achievement levels. According to the current blueprint for the assessment (dated November 2012), students 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, content claims 2 and 4 will be combined for reporting purposes. Table 4 lists the specific content claims for ELA/literacy followed by the Content ALD for each claim. Table 5 lists the same information for mathematics.

---

3 Defining phrases provide context for the expectations of the student in each achievement level.
Table 4. Specific Content Claims and Content ALDs for ELA/Literacy

<table>
<thead>
<tr>
<th>Content Claim</th>
<th>Content ALD Level 1</th>
<th>Content ALD Level 2</th>
<th>Content ALD Level 3</th>
<th>Content ALD Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can read closely and analytically to comprehend a range of</td>
<td>Students should be able to read closely and analytically to comprehend a limited</td>
<td>Students should be able to read closely and analytically to comprehend a range of</td>
<td>Students should be able to read closely and analytically to comprehend a range of</td>
<td>Students should be able to read closely and analytically to comprehend a range of</td>
</tr>
<tr>
<td>increasingly complex literary and informational texts.</td>
<td>range of literary and informational text at the lower range of complexity and to use</td>
<td>increasingly complex literary and informational texts and use textual evidence</td>
<td>increasingly complex literary and informational texts and use textual evidence</td>
<td>highly complex literary and informational texts and use textual evidence</td>
</tr>
<tr>
<td></td>
<td>minimal textual evidence to demonstrate thinking.</td>
<td>that demonstrates limited critical thinking.</td>
<td>that demonstrates limited critical thinking.</td>
<td>effectively to demonstrate complex critical thinking.</td>
</tr>
<tr>
<td>Students can produce effective and well-grounded writing for a range of</td>
<td>Students should be able to produce simplistic and poorly supported writing without</td>
<td>Students should be able to produce surface-level and under-developed writing for</td>
<td>Students should be able to produce compelling, well-supported writing for a</td>
<td></td>
</tr>
<tr>
<td>purposes and audiences.</td>
<td>consideration of purposes and audiences.</td>
<td>a limited range of purposes and audiences.</td>
<td>diverse range of purposes and audiences.</td>
<td></td>
</tr>
<tr>
<td>Students can employ effective speaking and listening skills for a range of</td>
<td>Students should be able to demonstrate minimal competency in employing listening</td>
<td>Students should be able to employ listening skills for a range of purposes with</td>
<td>Students should be able to employ effective listening skills for a range of</td>
<td></td>
</tr>
<tr>
<td>purposes and audiences.</td>
<td>skills.</td>
<td>limited competency.</td>
<td>purposes with superior competency.</td>
<td></td>
</tr>
<tr>
<td>Students can engage in research and inquiry to investigate topics, and to</td>
<td>Students should be able to rely on limited research/inquiry methods to produce a</td>
<td>Students should be able to use research/inquiry methods to explore a topic and</td>
<td>Students should be able to use research/inquiry methods as a way to engage with</td>
<td></td>
</tr>
<tr>
<td>analyze, integrate, and present information.</td>
<td>perfunctory or unpersuasive explanation of a topic.</td>
<td>analyze findings in a reasonable and thorough exploration of a topic.</td>
<td>a topic; analyze, integrate, and present findings in a persuasive and sustained</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>exploration of a topic.</td>
<td></td>
</tr>
<tr>
<td>Content Claim</td>
<td>Content ALD Level 1</td>
<td>Content ALD Level 2</td>
<td>Content ALD Level 3</td>
<td>Content ALD Level 4</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students can explain and apply mathematical concepts and carry out</td>
<td>Students can minimally explain and in a minimal way apply mathematical concepts.</td>
<td>Students can partially explain and partially apply mathematical concepts. Level 2</td>
<td>Students can adequately explain and adequately apply mathematical concepts. Level 3</td>
<td>Students can thoroughly explain and accurately apply mathematical concepts. Level 4</td>
</tr>
<tr>
<td>mathematical procedures with precision and fluency.</td>
<td>Level 1 students interpret and carry out mathematical procedures with minimal</td>
<td>students interpret and carry out mathematical procedures with partial precision</td>
<td>students interpret and carry out mathematical procedures with adequate precision</td>
<td>students interpret and carry out mathematical procedures with high precision and</td>
</tr>
<tr>
<td></td>
<td>precision and fluency.</td>
<td>and fluency.</td>
<td>and fluency.</td>
<td>fluency.</td>
</tr>
<tr>
<td>Students can solve a range of complex, well-posed problems in pure and</td>
<td>Students can make sense of and solve simple and familiar well-posed problems in</td>
<td>Students can make sense of and solve familiar well-posed problems in pure and</td>
<td>Students can make sense of and persevere in solving a range of unfamiliar well-</td>
<td>Students can make sense of and persevere in solving a range of complex and unfamiliar</td>
</tr>
<tr>
<td>applied mathematics, making productive use of knowledge and problem-solving</td>
<td>pure and applied mathematics with a high degree of scaffolding, making minimal</td>
<td>applied mathematics with a moderate degree of scaffolding, making partial use of</td>
<td>well-posed problems in pure and applied mathematics with a limited degree of</td>
<td>well-posed problems in pure and applied mathematics with no scaffolding, making</td>
</tr>
<tr>
<td>strategies.</td>
<td>precision of basic problem-solving strategies and given tools.</td>
<td>knowledge, basic problem-solving strategies, and tools.</td>
<td>scaffolding, making thorough use of knowledge and problem-solving strategies and</td>
<td>thorough use of knowledge and problem-solving strategies and strategic use of</td>
</tr>
<tr>
<td>Students can clearly and precisely construct viable arguments to support</td>
<td>Students can construct simple viable arguments with minimal clarity and precision</td>
<td>Students can construct viable arguments with partial clarity and precision to</td>
<td>Students can construct viable arguments with adequate clarity and precision to</td>
<td>Students can construct viable arguments with thorough clarity and precision in</td>
</tr>
<tr>
<td>their own reasoning and to critique the reasoning of others.</td>
<td>to support their own reasoning in familiar contexts.</td>
<td>support their own reasoning and to minimally critique the reasoning of others in</td>
<td>support their own reasoning and to critique the reasoning of others.</td>
<td>unfamiliar contexts to support their own reasoning and to critique the reasoning</td>
</tr>
<tr>
<td>Students can analyze complex, real-world scenarios and can construct and use</td>
<td>Students can identify familiar real-world scenarios for analysis and can use simple</td>
<td>Students can reason quantitatively to analyze familiar real-world scenarios and can</td>
<td>Students can reason abstractly and quantitatively to analyze complex, real-world</td>
<td>Students can reason abstractly and quantitatively to analyze unfamiliar complex, real-world</td>
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<td>mathematical models to interpret and solve problems.</td>
<td>mathematical models and given tools to solve basic problems.</td>
<td>use mathematical models and given tools to partially interpret and solve basic</td>
<td>scenarios and to construct and use complex mathematical models and appropriate tools</td>
<td>scenarios, to construct and use complex mathematical models and appropriate tools</td>
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<td>problems.</td>
<td>strategically to adequately interpret and solve problems.</td>
<td>strategically to thoroughly interpret and solve problems, and to synthesize results</td>
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Table 5. Specific Content Claims and Content ALDs for Mathematics
Figure 2. Relationship among Content Claims, Content Categories, Assessment Targets, and Standards
Range and Threshold ALDs

Range ALDs have been created for each assessment target and Threshold ALDs for each content category associated with the specific content claims. To create the original draft ALDs, the panelists worked from an abbreviated version of the Smarter Balanced Content Specifications in which the assessment targets were juxtaposed with 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 knowledge, skills, and processes within each Range ALD that would be necessary to enter the achievement level.

Presentation of ALDs

Table 6 shows generic versions of the Policy, Range, and Threshold ALDs as they appear in the following ALD matrices. 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 on the top row (in blue). The second row displays Policy ALDs for one of the four specific content claims. Under the Policy ALDs, the Range ALDs for each specific content claim are clustered by content category (in red). The Range ALDs are presented for each assessment target within a given content category (in green). At the end of each content category, the Threshold ALDs are presented. 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

<table>
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<tr>
<th>Title: ELA/Literacy or Mathematics, Grade Level</th>
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<td><strong>Overall Claim</strong> (e.g., Grade 11 ELA/literacy)</td>
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<tr>
<td><strong>Specific Content Claim 1 (e.g., “Reading”)</strong></td>
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| **Content Category 1 for Specific Content Claim 1** (e.g., “Reading: Literary Texts”) |
| RANGE ALD for 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 |
### 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 wider audience from the Smarter Balanced member states. The first public review provided an opportunity for a wide array of constituents to provide feedback to Smarter Balanced. This current review provides a final opportunity for member-state constituents to provide feedback in advance of the Governing State vote in mid-March to approve the initial ALDs. Final comments on this draft are due from states by February 20, 2013.
Appendix A. Final Panelist List
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<td>General Policy/College Readiness</td>
<td>Gr 11 ALDs</td>
<td>Gr 3/4 ALDs</td>
<td>Gr 5/6 ALDs</td>
<td>Gr 7/8 ALDs</td>
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<td>Ciganek</td>
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<tr>
<td>Howard</td>
<td>Jenny</td>
<td>South Carolina</td>
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<td>Naungayan</td>
<td>Shellie Bee</td>
<td>Hawaii</td>
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<td>Vesely</td>
<td>Shannon</td>
<td>Iowa</td>
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<td>Wounded Head</td>
<td>Meghan</td>
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<td>Adams</td>
<td>Lori</td>
<td>California</td>
<td>K-12 HS MATH</td>
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<td>Gr 11 ALDs</td>
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<td>Bara</td>
<td>Cliff</td>
<td>Montana</td>
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<tr>
<td>Buckner</td>
<td>Stefanie</td>
<td>North Carolina</td>
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<td>Julie</td>
<td>Idaho</td>
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<td>Gr 11 ALds</td>
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<tr>
<td>Overall Claim:</td>
<td>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<td></td>
<td>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<td></td>
<td>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<td></td>
<td>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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</table>

### CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

<table>
<thead>
<tr>
<th>Range ALD for Target 1. Key Details:</th>
<th>Use explicit details and information from the text to support answers or basic inferences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of low complexity.</td>
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<table>
<thead>
<tr>
<th>Range ALD for Target 2. Central Ideas:</th>
<th>Identify or summarize central ideas, key events, or the sequence of events presented in a text.</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Range ALD for Target 3. Word Meanings:</th>
<th>Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.</td>
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</tbody>
</table>

### Reading: Literary Texts

<table>
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<tr>
<th>Range ALD for Target 1. Key Details:</th>
<th>Use explicit details and information from the text to support answers or basic inferences.</th>
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<tbody>
<tr>
<td>Level 2 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate complexity.</td>
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<tbody>
<tr>
<td>Level 2 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate to high complexity.</td>
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</tbody>
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<thead>
<tr>
<th>Range ALD for Target 4. Word Meanings:</th>
<th>Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.</th>
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<tbody>
<tr>
<td>Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate to high complexity.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Range ALD for Target 4. Word Meanings:</th>
<th>Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.</th>
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<tbody>
<tr>
<td>Level 4 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.</td>
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</tbody>
</table>

### Overall Claim:

Students can demonstrate progress toward college and career readiness in English language arts and literacy.
### Grade 3

#### RANGE ALD for 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.

| Level 1 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of low complexity. | Level 2 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate complexity. | Level 3 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate to high complexity. | Level 4 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of unusually high complexity. |

#### RANGE ALD for Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:
Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).

| Level 1 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of low complexity. | Level 2 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate complexity. | Level 3 students should be able to specify and compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate to high complexity. | Level 4 students should be able to specify and compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of unusually high complexity. |

#### RANGE ALD for Target 6. TEXT STRUCTURES & FEATURES:
Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.

| Level 1 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of low complexity. | Level 2 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of moderate complexity. | Level 3 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, or connect information in texts of moderate to high complexity. | Level 4 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, and connect information in texts of unusually high complexity. |

#### RANGE ALD for Target 7. 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 in texts of low complexity. | 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 in texts of moderate complexity. | 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 in texts of moderate to high complexity. | 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 texts of unusually high complexity. |
**Grade 3**

**Threshold ALD for Reading Targets 1-7**

The student who just enters Level 2 should be able to:
- Use some details and information from text to partially support answers or basic inferences.
- In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.
- In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.
- In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author’s message.
- Explain how information is presented or connected within or across texts of low-to-moderate complexity.
- Specify or compare relationships across texts of low-to-moderate complexity.
- Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.

The student who just enters Level 3 should be able to:
- Use explicit details and information from texts of moderate complexity to support answers or basic inferences.
- Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.
- Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.
- Interpret and explain inferences and author’s message and distinguish point of view in texts of moderate complexity.
- Specify and compare or contrast relationships across texts of moderate complexity.
- Demonstrate knowledge of text structures or text features in texts of moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
- Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

The student who just enters Level 4 should be able to:
- Use explicit details and information from the text to support answers and basic inferences in highly complex texts.
- Identify and summarize central ideas, key events, or the sequence of events presented in a highly complex text.
- Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.
- Specify, compare, and contrast relationships across highly complex texts.
- Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.
- Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.

**Reading: Informational Text**

**Range ALD for Target 8. Key Details:** Use explicit details and implicit information from the text to support answers or inferences about information presented.

**Level 1 students should be able to:**
- Use explicit details and information from the text to support answers or inferences about information presented in texts of low complexity.

**Level 2 students should be able to:**
- Use explicit details and information from the text to support answers and inferences about information presented in texts of moderate complexity.

**Level 3 students should be able to:**
- Use explicit details and information from the text to support answers or inferences about information presented in texts of moderate to high complexity.

**Level 4 students should be able to:**
- Use explicit details and information from the text to support answers and inferences about information presented in texts of unusually high complexity.
<table>
<thead>
<tr>
<th>RANGE ALD for Target 9. CENTRAL IDEAS: Identify or summarize central ideas/key events or procedures and details that support them.</th>
</tr>
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<tbody>
<tr>
<td>Level 1 students should be able to identify central ideas/key events, procedures, or details that support them in texts of low complexity.</td>
</tr>
<tr>
<td>Level 2 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate complexity.</td>
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<td>Level 3 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate to high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to identify and summarize central ideas/key events, procedures, and details that support them in texts of unusually high complexity.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>RANGE ALD for 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 in texts of low complexity.</td>
</tr>
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<td>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 in texts of moderate complexity.</td>
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<tr>
<td>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 in texts of moderate to high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to determine intended meanings of 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 in texts of unusually high complexity.</td>
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<thead>
<tr>
<th>RANGE ALD for Target 11. REASONING &amp; EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author’s point of view, ideas and supporting details, relationships).</th>
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<tbody>
<tr>
<td>Level 1 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of low complexity.</td>
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<td>Level 2 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate complexity.</td>
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<td>Level 3 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate to high complexity.</td>
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<tr>
<th>RANGE ALD for Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).</th>
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<tbody>
<tr>
<td>Level 1 students should be able to specify, integrate, or compare information within or across texts of low complexity.</td>
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<td>Level 2 students should be able to specify, integrate, or compare information within or across texts of moderate complexity.</td>
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<td>Level 3 students should be able to specify, integrate, and compare information within or across texts of moderate to high complexity.</td>
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<tr>
<td>Level 4 students should be able to specify, integrate, and compare information within or across texts of unusually high complexity.</td>
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<tr>
<th>RANGE ALD for 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.</th>
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<tbody>
<tr>
<td>Level 1 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.</td>
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<td>Level 2 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate complexity.</td>
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<thead>
<tr>
<th>RANGE ALD for Target 14. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in texts.</th>
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<tbody>
<tr>
<td>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 in texts of moderate complexity.</td>
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<td>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 in texts of moderate to high complexity.</td>
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<td>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 in texts of moderate to high complexity.</td>
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<td>Grade 3</td>
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<tr>
<td><strong>Threshold ALD for Reading Targets 8–14</strong></td>
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<tr>
<td>The student who just enters Level 2 should be able to:</td>
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<td>The student who just enters Level 3 should be able to:</td>
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<tr>
<td>The student who just enters Level 4 should be able to:</td>
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### Grade 3

**Overall Claim:** Students can demonstrate progress toward college and career readiness in English language arts and literacy.

**COMPOSE FULL TEXTS:**

| POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |

**CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.**

| Range ALD for 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). |
| Range ALD for Target 2: COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events). |

**Content ALD Level 1:** Students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.

**Content ALD Level 2:** Students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.

**Content ALD Level 3:** Students should be able to produce effective and well-grounded writing for a range of purposes and audiences.

**Content ALD Level 4:** Students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.

**Writing**

- Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.

- Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.

- Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.

- Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.
**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.

**RATIONALE FOR TARGET 3:**

Level 1 students should be able to provide minimal evidence that they can write or revise one informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, and an appropriate conclusion.

Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion.

Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.

Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.

**WRITE/REVISE 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.

**RATIONALE FOR TARGET 4:**

Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts in which there may be minimal attention to purpose and audience, organization of ideas (e.g. underdeveloped focus) and structures and transitional strategies for coherence, as well as few supporting details and/or an underdeveloped conclusion.

Level 2 students should be able to provide partial evidence that they can write full informational/explanatory texts in which there may be some attention to purpose and audience, organization of ideas by stating a focus, inclusion of some structures and transitional strategies for coherence, some supporting details, and a conclusion.

Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic: attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, and including supporting details and an appropriate conclusion.

Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, and including well-developed supporting details and an appropriate conclusion.

**USE TEXT FEATURES:**

Use text features (illustrations) in informational texts to enhance meaning.

**RATIONALE FOR TARGET 5:**

Level 1 students should be able to, with significant support (e.g., explicit direction, step-by-step support), provide minimal evidence that they can use text features in informational text to enhance meaning.

Level 2 students should be able to, with minimal support (e.g., directive and general feedback), provide partial evidence that they can use text features in informational text to enhance meaning.

Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.

Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.

**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.

**RATIONALE FOR TARGET 6:**

Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, in which there may be a poorly stated opinion about a topic or source, loosely organized ideas, few supporting reasons, or an underdeveloped conclusion.

Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, occasionally 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.

Level 3 students should be able to provide adequate evidence that they can 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 reasons, and provide an appropriate conclusion.

Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating ability to 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.
<table>
<thead>
<tr>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range ALD for Target 7.</strong> <strong>COMPOSE FULL TEXTS:</strong> 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. Level 1 students should be able to provide minimal evidence that they can use language and vocabulary that are appropriate to purpose and audience when revising or composing texts.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 8.</strong> <strong>LANGUAGE &amp; VOCABULARY USE:</strong> Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Level 1 students should be able to, with significant support (e.g., explicit direction, step-by-step support), provide minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 9.</strong> <strong>EDIT/CLARIFY:</strong> Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. Level 1 students should be able to, with significant support (e.g., explicit feedback, grammar aids), provide minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 10.</strong> <strong>TECHNOLOGY:</strong> Use tools of technology to produce texts. Level 1 students should be able to, with significant support (e.g., explicit directions, whole broken into parts), provide minimal evidence that they can use tools of technology to produce texts.</td>
</tr>
</tbody>
</table>
| **Threshold ALD for Writing Targets 1-10** The student who just enters Level 2 should be able to: - Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. - Write simple complete compositions, demonstrating some understanding of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft. The student who just enters Level 3 should be able to: - Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose. - Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author’s craft. The student who just enters Level 4 should be able to: - Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose. - Begin to write full, complex compositions, demonstrating
narrative techniques: chronology, transitional strategies for coherence, structure, or author’s craft with possible demonstration of purpose.
- Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
- Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.
- Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).
- 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 simple complete 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 appropriate 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.
- Without support, use tools of technology to produce texts.

minimal demonstration of purpose.
- 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.
- Without support, use tools of technology to produce texts.

specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author’s craft appropriate to purpose.
- 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, supporting details, and an appropriate conclusion.
- Begin to write or revise one or more complex 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, 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 complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.
- Begin to apply or edit appropriately complex 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.
<table>
<thead>
<tr>
<th>Grade 3</th>
</tr>
</thead>
</table>
| composing texts.  
  - 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 with minimal support (e.g., whole broken into parts). |
**Grade 3**

<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content ALD Level 1:</strong> Students should be able to demonstrate minimal competency in employing listening skills.</td>
</tr>
<tr>
<td><strong>Content ALD Level 2:</strong> Students should be able to employ listening skills for a range of purposes with limited competency.</td>
</tr>
<tr>
<td><strong>Content ALD Level 3:</strong> Students should be able to employ effective listening skills for a range of purposes with competency.</td>
</tr>
<tr>
<td><strong>Content ALD Level 4:</strong> Students should be able to employ effective listening skills for a range of purposes with superior competency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visualy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can interpret or use information delivered orally or audio-visualy.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can interpret or use information delivered orally or audio-visualy.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visualy.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visualy.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Threshold ALD for Listening Target 4</th>
</tr>
</thead>
</table>
| The student who just enters Level 2 should be able to:  
  - Interpret or use information delivered orally or audio-visualy with some support (e.g., repeated listening or viewing).  |
| The student who just enters Level 3 should be able to:  
  - Interpret and use information delivered orally or audio-visualy without support.  |
| The student who just enters Level 4 should be able to:  
  - Begin to critically interpret and use information delivered orally or audio-visualy.  |
**Overall Claim:**
Students can demonstrate progress toward college and career readiness in English language arts and literacy.

**POLICY ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**CLAIM 4:**
Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

<table>
<thead>
<tr>
<th>Level 1 students should be able to</th>
<th>Level 2 students should be able to</th>
<th>Level 3 students should be able to</th>
<th>Level 4 students should be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide minimal evidence that they can conduct short, simple research projects to answer a question or investigate a topic or concept.</td>
<td>provide partial evidence that they can conduct short, limited research projects to answer a question or investigate a topic or concept.</td>
<td>provide adequate evidence that they can conduct short research projects to answer a question or investigate a topic or concept.</td>
<td>provide thorough evidence that they can conduct short research projects to answer questions or investigate topics or concepts.</td>
</tr>
<tr>
<td>provide minimal evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.</td>
<td>provide partial evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.</td>
<td>provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.</td>
<td>provide thorough evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.</td>
</tr>
<tr>
<td>provide minimal evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.</td>
<td>provide partial evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.</td>
<td>provide adequate evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.</td>
<td>provide thorough evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.</td>
</tr>
</tbody>
</table>

**Research**

**RANGE ALD for Target 1.**
Conduct short research projects to answer a question or to investigate a topic or concept.

**RANGE ALD for Target 2.**
Interpret & Integrate Information: Locate information to support central ideas and key details; select information from data or print and nonprint text sources.

**RANGE ALD for Target 4.**
Use Evidence: Generate opinions and cite evidence to support them based on prior knowledge and information collected.

**Threshold ALD for Research Targets 1, 2, and 4**
- The student who just enters Level 2 should be able to:
  - Conduct short simple research projects to answer a question or to investigate a topic or concept.
- The student who just enters Level 3 should be able to:
  - Conduct short, limited research projects to answer a question or to investigate a topic or concept.
- The student who just enters Level 4 should be able to:
  - Conduct short, more complex research projects to answer one or
| Grade 3 |
|-----------------|-----------------|-----------------|-----------------|
| • Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support. |
| • Generate opinions with minimal evidence to support the opinions based on information collected. |
| • 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. |
| • Investigate a topic or concept. |
| • Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources. |
| • Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected. |
| more questions or to investigate topics or concepts. |
Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.

POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Content ALD 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.

CONTENT ALD 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.

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.

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.

<table>
<thead>
<tr>
<th>RANGE ALD for Target 1. KEY DETAILS: Identify explicit details and implicit information from the text to support answers or inferences provided.</th>
<th>RANGE ALD for Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.</th>
<th>RANGE ALD for Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, or rely heavily on use of resources in texts of low complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to identify details and information from low-complexity text to minimally support answers or inferences provided.</td>
<td>Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.</td>
<td>Level 1 students should be able to minimally determine the intended meanings of words, including words with multiple meanings, words based on context, word relationships, or rely heavily on use of resources in texts of low complexity.</td>
</tr>
<tr>
<td>Level 2 students should be able to identify details and information from texts of moderate complexity to partially support answers or inferences provided.</td>
<td>Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.</td>
<td>Level 2 students should be able to partially determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources in texts of moderate complexity.</td>
</tr>
<tr>
<td>Level 3 students should be able to identify explicit details and implicit information from texts of moderate to high complexity to adequately support answers or inferences provided.</td>
<td>Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate to high complexity.</td>
<td>Level 3 students should be able to adequately determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources in texts of moderate to high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to identify and explain explicit details and implicit information from texts of unusually high complexity to support answers and inferences provided.</td>
<td>Level 4 students should be able to thoroughly identify and summarize central ideas/key events in texts of unusually high complexity.</td>
<td>Level 4 students should be able to thoroughly determine intended meanings of words, including words with multiple meanings, words based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.</td>
</tr>
<tr>
<td>Range ALD for Target 4. Reasoning &amp; 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).</td>
<td>Level 1 students should be able to use supporting evidence to minimally justify/explain their own inferences in texts of low complexity.</td>
<td>Level 2 students should be able to use supporting evidence to partially justify/explain their own inferences in texts of moderate complexity.</td>
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<tr>
<td>Range ALD for Target 5. Analysis Within or Across Texts: Interpret, specify, or compare how information is presented across texts in contexts and the impact of those word choices on meaning and tone.</td>
<td>Level 1 students should be able to minimally interpret, specify, or compare how information is presented across texts in texts of low complexity.</td>
<td>Level 2 students should be able to partially interpret, specify, or compare how information is presented across texts of moderate complexity.</td>
</tr>
<tr>
<td>Range ALD for Target 6. Text Structures &amp; Features: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.</td>
<td>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 texts of low complexity.</td>
<td>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 texts of moderate complexity.</td>
</tr>
<tr>
<td>Range ALD for 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.</td>
<td>Level 1 students should be able to minimally 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 in texts of moderate complexity.</td>
<td>Level 2 students should be able to partially 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 in texts of moderate complexity.</td>
</tr>
<tr>
<td>Threshold ALD for Reading Targets 1-7</td>
<td>The student who just enters Level 2 should be able to: • Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity.</td>
<td>The student who just enters Level 3 should be able to: • Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended message.</td>
</tr>
</tbody>
</table>
Grade 4

- Determine the intended meanings of some words, including words with multiple meanings, words in context, word relationships, word structure, and use resources, with support in texts of low-to-moderate complexity.
- Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity.
- Interpret, specify, or compare how information is presented across texts of low-to-moderate complexity.
- Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low complexity.
- Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.

- Begin to determine the intended meanings of words, including words with multiple meanings, words in context, word relationships, word structure, and use resources in texts of moderate complexity.
- Begin to use extensive supporting evidence to justify/explain own inferences in texts of moderate complexity.
- Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
- Begin to determine and 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 in texts of moderate complexity.

### Reading: Informational Text

**RANGE ALD for Target 8.**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students should be able to identify details and information from the low-complexity text to minimally support answers or basic inferences about information presented and provided.</td>
</tr>
<tr>
<td>2</td>
<td>Students should be able to identify details and information from moderately-complex text to partially support answers or basic inferences about information presented and provided.</td>
</tr>
<tr>
<td>3</td>
<td>Students should be able to identify explicit details and implicit information from moderate to high complexity text to adequately support answers or basic inferences presented and provided.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>

**RANGE ALD for Target 9.**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students should be able to minimally identify central ideas, key events, or procedures in texts of low complexity.</td>
</tr>
<tr>
<td>2</td>
<td>Students should be able to partially identify or summarize central ideas, key events, or procedures in texts of moderate complexity.</td>
</tr>
<tr>
<td>3</td>
<td>Students should be able to adequately identify or summarize central ideas, key events, or procedures in texts of moderate to high complexity.</td>
</tr>
<tr>
<td>4</td>
<td>Students should be able to thoroughly identify and summarize central ideas, key events, or procedures in texts of unusually high complexity.</td>
</tr>
<tr>
<td>Range A. D. for Target 10.</td>
<td>WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tiers 3, 4) words, and words with multiple meanings, based on context, word relationships, word structure, or reliance on use of resources in contexts of low complexity.</td>
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</tr>
<tr>
<td>RANGE A. D. for Target 11.</td>
<td>REASONING &amp; 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).</td>
</tr>
<tr>
<td>RANGE A. D. for Target 12.</td>
<td>ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).</td>
</tr>
<tr>
<td>RANGE A. D. for Target 13.</td>
<td>TEXT STRUCTURES/FEATURES: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.</td>
</tr>
<tr>
<td>RANGE A. D. for Target 14.</td>
<td>LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>THRESHOLD ALD for Reading Targets 9-14</td>
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</tr>
<tr>
<td>Language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</td>
<td>The student who just enters Level 2 should be able to:</td>
</tr>
<tr>
<td>connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.</td>
<td>• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity.</td>
</tr>
<tr>
<td>connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of moderate to high complexity.</td>
<td>• Identify some central ideas, key events, and procedures with support.</td>
</tr>
<tr>
<td>meanings of words and phrases used in context in texts of low complexity.</td>
<td>• Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, words based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity.</td>
</tr>
<tr>
<td>meanings of words and phrases used in context in texts of unusually high complexity.</td>
<td>• Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity.</td>
</tr>
<tr>
<td>• Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity.</td>
<td>• Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.</td>
</tr>
<tr>
<td>• Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity.</td>
<td>The student who just enters Level 3 should be able to:</td>
</tr>
<tr>
<td>• Determine some figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.</td>
<td>• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided.</td>
</tr>
<tr>
<td>• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.</td>
<td>• Identify or summarize central ideas, key events, and procedures in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.</td>
<td>• Determine intended meanings of words, academic words, domain-specific 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 texts of moderate complexity.</td>
</tr>
<tr>
<td>• Interpret, explain, or connect information presented within or across texts of moderate complexity.</td>
<td>• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Determine some figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.</td>
<td>The student who just enters Level 4 should be able to:</td>
</tr>
<tr>
<td>• Interpret, explain, or connect information presented within or across texts of moderate complexity.</td>
<td>• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided.</td>
</tr>
<tr>
<td>• Use supporting evidence to justify or interpret how information is presented or integrated in highly complex texts.</td>
<td>• Identify and summarize central ideas, key details, and procedures in highly complex texts.</td>
</tr>
<tr>
<td>• Relate knowledge of some text structures or text features to obtain, interpret, explain, or integrate information in highly complex texts.</td>
<td>• Begin to determine the intended meanings of words, academic words, domain-specific 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 highly complex texts.</td>
</tr>
<tr>
<td>• Determine some figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.</td>
<td>• Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts.</td>
</tr>
<tr>
<td>• Interpret, explain, or connect information presented within or across highly complex texts.</td>
<td>• Begin to interpret, explain, or connect information presented within or across highly complex texts.</td>
</tr>
<tr>
<td>• Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in highly complex texts.</td>
<td>• Begin to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts.</td>
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</table>
Grade 4

| connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity. |
| 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 in texts of moderate complexity. |
| 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 in highly complex texts. |
### Grade 4

**Overall Claim:** Students can demonstrate progress toward college and career readiness in English language arts and literacy.

**CLAIM 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

<table>
<thead>
<tr>
<th>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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</tbody>
</table>

**CONTENT ALD Level 1:** Students should be able to produce one or more well-structured paragraphs, demonstrating minimal use of narrative techniques, chronological, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.

**CONTENT ALD Level 2:** Students should be able to produce more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence, elaboration, or writing body paragraphs or a conclusion.

**CONTENT ALD Level 3:** Students should be able to produce thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating specific narrative techniques, chronological, appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs or a conclusion.

**CONTENT ALD Level 4:** Students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.

**RANGE ALD for Target 1:**

**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 elaboration, or writing body paragraphs, or a conclusion.

**RANGE ALD for Target 2:**

**COMPOSE FULL TEXTS:** Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description), chronological, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.

**CONTENT ALD Level 1:** Students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, demonstrating minimal use of narrative techniques, chronological, or appropriate transitional strategies for coherence, or author's craft appropriate to purpose.

**CONTENT ALD Level 2:** Students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating some narrative techniques, chronological, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.

**CONTENT ALD Level 3:** Students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating specific narrative techniques, chronological, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.

**CONTENT ALD Level 4:** Students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronological, appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs or a conclusion.

<table>
<thead>
<tr>
<th>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
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<tbody>
<tr>
<td>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<tr>
<td>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<tr>
<td>Grade 4</td>
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<tr>
<td><strong>Supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</strong></td>
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<tr>
<td><strong>Range ALD for Target 4. Compose Full Texts:</strong> 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/reasons, organize ideas, develop supporting evidence/reasons or sources, attend to purpose and audience; efficiently organize ideas by stating a context and focus; include structures and transitional strategies for coherence, evidence and elaboration, and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, organization of ideas, to underdeveloped focus, structures and transitional strategies for coherence, evidence and elaboration, and an underdeveloped conclusion.</td>
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<tr>
<td>Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts on a topic, in which there may be some attention to purpose and audience; organization of ideas by stating a focus; inclusion of some structures and transitional strategies for coherence, inclusion of evidence, elaboration and a conclusion.</td>
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<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience; organizing ideas by stating a focus; including structures and appropriate transitional strategies for coherence; including supporting evidence and elaboration; and developing an appropriate conclusion.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organizing ideas by stating a focus; include structures and appropriate transitional strategies for coherence; including strong supporting evidence and elaboration; and including a well-developed and appropriate conclusion.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 5. Use Text Features:</strong> Use text features such as headings, subheadings, captions, etc. in informational texts to enhance meaning.</td>
</tr>
<tr>
<td>Level 1 students should be able to, with significant support (e.g. explicit direction, step-by-step guidance), provide minimal evidence that they can use text features in informational texts to enhance meaning.</td>
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<tr>
<td>Level 2 students should be able to, with minimal support (e.g. directive and general feedback), provide partial evidence that they can use text features in informational texts to enhance meaning.</td>
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<tr>
<td>Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 6. Write/Revise Brief Texts:</strong> 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.</td>
</tr>
<tr>
<td>Level 1 students should be able to provide minimal evidence that the can write or revise one simple paragraph, in which there may be a poorly stated opinion about a topic or source, few organized ideas, loosely developed evidence/reasons and elaboration and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write or revise one or more paragraphs, in which there may be a briefly stated opinion about topics or sources, a loosely set context, partially organized ideas, loosely develop evidence/reasons and elaboration, or develop a conclusion with limited purpose and audience.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write or revise one or more complex paragraphs, demonstrating the 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating the ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and write a well-stated conclusion appropriate to purpose and audience.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 7. Compose Full Texts:</strong> 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</td>
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<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be opinion poorly stated opinion about a topic or source, minimal attendance to purpose and audience; few organized ideas, little statement of a context and focus; inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write opinion pieces, in which they may occasionally demonstrate the ability to state opinions about topics or sources, attend 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.</td>
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<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating the 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 transitions for coherence; develop supporting evidence/reasons and elaboration; and</td>
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<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write complex opinion pieces, demonstrating the ability to state opinions 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 transitions for coherence;</td>
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</table>
### Grade 4

<table>
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<tr>
<th>Targets 1-10</th>
<th>Threshold ALD for Writing</th>
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<td>underdeveloped conclusion.</td>
<td>The student who just enters Level 2 should be able to:</td>
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<td>• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.</td>
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<td>• Write, simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft.</td>
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<td>• Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.</td>
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<tr>
<th>TECHNICAL:</th>
<th>RANGE ALD for Target 8. LANGUAGE &amp; VOCABULARY USE:</th>
<th>The student who just enters Level 3 should be able to:</th>
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<tr>
<td>Use tools of technology to gather information, make revisions, or produce texts.</td>
<td>Level 1 students should be able to, with significant support (e.g. explicit direction, step-by-step support), provide minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.</td>
<td>• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author’s craft with appropriate purpose.</td>
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<tr>
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<td>Level 2 students should be able to, with minimal support (e.g. directive and general feedback), use language and vocabulary appropriate to the purpose and audience when revising or composing texts.</td>
<td>• Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author’s craft with limited purpose.</td>
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<td>Level 3 students should be able to provide adequate evidence that they can strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.</td>
<td>• Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional</td>
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<td>Level 4 students should be able to provide thorough evidence that they can strategically and effectively use language and vocabulary appropriate to purpose and audience when revising or composing complex texts.</td>
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<tr>
<th>EDIT/CLARIFY:</th>
<th>RANGE ALD for Target 9.</th>
<th>Level 1 students should be able to, with significant support (e.g. explicit feedback, grammar aids), provide minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</th>
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</thead>
<tbody>
<tr>
<td>Use tools of technology to gather information, make revisions, or produce texts.</td>
<td>Level 2 students should be able to, with minimal support (e.g. grammar aids), provide partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
<td>• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.</td>
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<td>Level 3 students should be able to provide adequate evidence that they can apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
<td>• Begin to write full complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose.</td>
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<td>Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to gather information, make revisions, or produce texts.</td>
<td>• Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability</td>
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<tr>
<th>TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.</th>
<th>The student who just enters Level 3 should be able to:</th>
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<td>• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.</td>
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<td>• Write, simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author’s craft.</td>
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<td>• Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.</td>
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<td></td>
<td>Level 2 students should be able to, with minimal support (e.g. grammar aids), provide partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
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<td>Level 3 students should be able to provide adequate evidence that they can apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.</td>
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<td>Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to gather information, make revisions, or produce texts.</td>
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<td>Grade 4</td>
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<tr>
<td>Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion.</td>
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<tr>
<td>Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developing evidence/reasons and elaboration, or including an undeveloped conclusion.</td>
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<tr>
<td>Write simple opinion pieces demonstrating some 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 some structures and transitional strategies for coherence; and include a conclusion.</td>
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<tr>
<td>With some support (e.g. directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts.</td>
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<td>Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g. grammar aids).</td>
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<tr>
<td>Use tools of technology to gather information, make revisions, or produce texts with support (e.g. whole broken into parts).</td>
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<tr>
<td>Strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Use some text features in informational text to enhance meaning without support.</td>
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<tr>
<td>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, and develop a conclusion with limited purpose and audience.</td>
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<tr>
<td>Write 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 transitions for coherence; include some supporting evidence/reasons and elaboration; and begin to develop an appropriate conclusion.</td>
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<tr>
<td>Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support.</td>
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<td>Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support.</td>
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<td>Use tools of technology to gather information, make revisions, or produce texts with support (e.g. whole broken into parts).</td>
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<tr>
<td>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.</td>
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<td>Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas; develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion.</td>
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<td>Begin to strategically use language and vocabulary appropriate 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.</td>
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</table>
Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.

**POLICY ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**CLAIM 3:** Students can employ effective speaking and listening skills for a range of purposes and audiences.

**CONTENT ALD Level 1:** Students should be able to demonstrate minimal competency in employing listening skills.

**CONTENT ALD Level 2:** Students should be able to employ listening skills for a range of purposes with limited competency.

**CONTENT ALD Level 3:** Students should be able to employ effective listening skills for a range of purposes with competency.

**CONTENT ALD Level 4:** Students should be able to employ effective listening skills for a range of purposes with superior competency.

**LISTENING**

**RANGE ALD for Target 4.**

**LISTEN/INTERPRET:** Interpret and use information delivered orally or audio-visually.

Level 1 students should be able to provide minimal evidence that they can interpret and use information delivered orally or audio-visually with significant support (e.g., guided direction, repeated listening or viewing).

Level 2 students should be able to provide partial evidence that they can interpret and use information delivered orally or audio-visually with minimal support (e.g., directive feedback).

Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.

Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.

**THRESHOLD ALD for Listening Target 4**

The student who just enters Level 2 should be able to:
- Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).

The student who just enters Level 3 should be able to:
- Interpret and use information delivered orally or audio-visually without support.

The student who just enters Level 4 should be able to:
- Begin to critically interpret and use information delivered orally or audio-visually.
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<th>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</th>
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</tr>
<tr>
<td>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
<tr>
<td>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
<tr>
<td>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</td>
</tr>
<tr>
<td>CONTENT ALD Level 2: Students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</td>
</tr>
<tr>
<td>CONTENT ALD 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.</td>
</tr>
<tr>
<td>CONTENT ALD 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can conduct simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can conduct research projects to critically answer multi-step questions or to effectively investigate and paraphrase different aspects of a broader topic or concept.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for Target 2. INTERPRET &amp; INTEGRATE INFORMATION: Locate information to support ideas and select information from data or print and non-print text sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and select information from data or print and non-print text sources.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>RANGE ALD for Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-relevant information (e.g., fact/opinion).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can distinguish relevant-relevant information with support (e.g., explicit direction).</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can distinguish relevant-relevant information with minimal support (e.g., directive or general feedback).</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can distinguish relevant-relevant information.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can distinguish relevant-relevant information from multiple sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for Target 4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can generate conjectures or opinions.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can generate conjectures or opinions and include evidence to support them based on evidence collected.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on evidence collected and analyzed.</td>
</tr>
<tr>
<td>Grade 4</td>
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<tr>
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</tr>
<tr>
<td><strong>THRESHOLD ALD for Research Targets 1-4</strong></td>
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</table>
Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.

**Policy ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**Policy ALD:** The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**Policy ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**Policy ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**Claim 1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Content ALD Level 1:** Students should be able to read closely and analytically 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.

**Content ALD 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.

**Content ALD 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.

**Content ALD 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.

**Reading: Literary Texts**

**Range ALD for Target 1: Key Details:** Identify explicit details and implicit information from the text to support answers or inferences about information provided by the text.

Level 1 students should be able to, minimally identify details and information to support answers regarding or inferences in texts of low complexity.

Level 2 students should be able to partially identify some details and information from the text to support answers regarding or inferences made in texts of moderate complexity.

Level 3 students should be able to adequately identify explicit details and implicit information to support answers regarding or inferences in texts of moderate-to-high complexity.

Level 4 students should be able to thoroughly identify explicit details and implicit information to support answers regarding or inferences in texts of unusually high complexity.

**Range ALD for Target 2: Central Ideas:** Identify or summarize central ideas/key events.

Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.

Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.

Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.

Level 4 students should be able to thoroughly summarize central ideas/key events in texts of unusually high complexity.

**Range ALD for 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 minimally 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) in texts of low complexity.

Level 2 students should be able to partially 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) in texts of moderate complexity.

Level 3 students should be able to adequately 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) in texts of moderate-to-high complexity.

Level 4 students should be able to thoroughly 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) in texts of unusually high complexity.
<table>
<thead>
<tr>
<th>TARGET</th>
<th>DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Students should be able to, with significant support (e.g., within highlighted text or a shorter passage), minimally use supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of low complexity.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Students should be able to, with minimal support (e.g., within highlighted text or a shorter passage), use some supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate complexity.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students should be able to adequately use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td>Level 4</td>
<td>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) in texts of unusually high complexity.</td>
</tr>
</tbody>
</table>

**THRESHOLD ALD for Reading Targets 1-7**

- The student who just enters Level 2 should be able to:
  - Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.
  - 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 and domain-specific features.

- The student who just enters Level 3 should be able to:
  - With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.
  - Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases in context in texts of moderate-to-high complexity.
  - Accurately summarize central ideas and key events.

- The student who just enters Level 4 should be able to:
  - Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.
  - 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.
## Reading: Informational Text

**Grade 5**

### Range ALD for Target 8. Key Details

| 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. | Level 2 students should be able to, with minimal support (e.g., highlighted text), use information from text to partially support answers or inferences about information presented in texts of moderate complexity. | Level 3 students should be able to adequately use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate-to-high complexity. | Level 4 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of unusually high complexity. |

### Range ALD for Target 9. Central Ideas

| 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 adequate summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough summaries of central ideas, key events, procedures, or topics and subtopics in texts of unusually. |

### Range ALD for Target 10. Word Meanings

| 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 determine the intended meaning of a few common, grade-appropriate words, including academic words, domain-specific 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). | Level 2 students should be able to, with some support and in texts of moderate complexity, determine the intended meaning of some common, grade-appropriate words, including academic words, domain-specific 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). | Level 3 students should be able to adequately determine, in texts of moderate-to-high complexity, the intended meaning of common, grade-appropriate words, including academic words, domain-specific 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). | Level 4 students should be able to thoroughly determine, in texts of unusually high complexity, the intended or precise meaning of most common, grade-appropriate words, including academic words, domain-specific 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). |
### Grade 5

<table>
<thead>
<tr>
<th>RANGE ALD for Target 11. REASONING &amp; EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas).</th>
<th>RANGE ALD for 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).</th>
<th>RANGE ALD for Target 13. TEXT STRUCTURES &amp; FEATURES: Relate knowledge of text structures to compare or connect information across texts.</th>
<th>RANGE ALD for Target 14. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.</th>
<th>THRESHOLD ALD for Reading Targets B-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to, with significant support (e.g., explicit directions, step-by-step support), 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 moderate complexity.</td>
<td>Level 1 students should be able to, with significant support (e.g., explicit directions, step-by-step support), relate knowledge of text structures to identify information across texts of low complexity.</td>
<td>Level 1 students should be able to, with significant support (e.g., highlighted text), identify some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.</td>
<td>The student who just enters Level 2 should be able to:</td>
<td>Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</td>
</tr>
<tr>
<td>Level 2 students should be able to, with minimal support (e.g., directive feedback), partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity.</td>
<td>Level 2 students should be able to, with minimal support (e.g., directive feedback), partially relate knowledge of text structures to compare or make obvious connections using information across texts of low complexity.</td>
<td>Level 2 students should be able to, with minimal support (e.g., highlighted text), partially identify or interpret some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.</td>
<td>The student who just enters Level 3 should be able to:</td>
<td>With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</td>
</tr>
<tr>
<td>Level 3 students should be able to use adequate 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 moderate-to-high complexity.</td>
<td>Level 3 students should be able to adequately analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate-to-high complexity.</td>
<td>Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in texts of moderate-to-high complexity.</td>
<td>The student who just enters Level 4 should be able to:</td>
<td>Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.</td>
</tr>
<tr>
<td>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 texts of unusually high complexity.</td>
<td>Level 4 students should be able to thoroughly analyze or compare how information (events, people, ideas, topic) is presented within or across texts of unusually high complexity.</td>
<td>Level 4 students should be able to thoroughly interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in texts of unusually high complexity.</td>
<td>The student who just enters Level 4 should be able to:</td>
<td>Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.</td>
</tr>
</tbody>
</table>

**Affixes and Glossary:** Within or across texts, showing how information is presented in texts of high complexity.

- **Common to Complex Texts:**
  - Interactions between events, concepts, or ideas.
  - Interpretations of information presented or how information is integrated (author’s reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.
  - Adequate 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 moderate-to-high complexity.

**Academic Vocabulary:**

- **Common to Complex Texts:**
  - Integrated (author’s reasoning; interactions between events, concepts, or ideas).
  - Justify interpretations of information presented or how information is integrated (author’s reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.
  - Minimal 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 moderate-to-high complexity.

**Resources:**

- **Common to Complex Texts:**
  - Use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.

**Las Alas de la Creatividad:**

- **Common to Complex Texts:**
  - Partially relate knowledge of text structures to compare or make obvious connections using information across texts of low complexity.
  - Minimal use of evidence to compare or make obvious connections using information across texts of low complexity.

**Academic Vocabulary:**

- **Common to Complex Texts:**
  - Partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity.

**Las Alas de la Creatividad:**

- **Common to Complex Texts:**
  - Partially identify or interpret some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.

**Academic Vocabulary:**

- **Common to Complex Texts:**
  - 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.

**Las Alas de la Creatividad:**

- **Common to Complex Texts:**
  - Partially interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context.

**Academic Vocabulary:**

- **Common to Complex Texts:**
  - 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.
| Grade 5 | intended meaning of some grade-appropriate words, including academic and domain-specific words within context.  
• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.  
• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.  
• 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. | Accurately summarize central ideas and key events.  
• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific 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 of moderate complexity, identifying some relationships among targeted aspects.  
• With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.  
• Consistently and accurately summarize central ideas and key events.  
• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific 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 highly complex texts, identifying relationships among targeted aspects.  
• Consistently evaluate text structures across highly complex texts. |
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
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<tr>
<th>CLAIM 2: Students can produce effective writing for a range of purpose and audiences.</th>
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<tbody>
<tr>
<td><strong>CONTENT ALD Level 1: Students should be able to produce simplistic and poorly supported writing without consideration of purpose and audience.</strong></td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 2: Students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</strong></td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 3: Students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</strong></td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 4: Students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</strong></td>
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<tr>
<th><strong>RANGE ALD for Target 1. WRITE/REVISE BRIEF TEXTS:</strong> 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).</th>
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</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured paragraph, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose.</td>
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<tr>
<th><strong>RANGE ALD for Target 2. COMPOSE FULL TEXTS:</strong> 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitions for coherence, and/or author’s craft.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full compositions, demonstrating narrative techniques, chronology, appropriate transitions for coherence, and author’s craft appropriate to purpose.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitions for coherence, and author’s craft appropriate to purpose.</td>
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<tr>
<th><strong>RANGE ALD for Target 3. WRITE/REVISE BRIEF TEXTS:</strong> Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including weak supporting evidence, providing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured informational/explanatory paragraph, minimally demonstrating an ability to organize ideas by stating a weak focus or weak supporting evidence, providing.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, writing body paragraphs or a</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong</td>
</tr>
</tbody>
</table>
appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.

some elaboration, or writing weak body paragraphs or an underdeveloped conclusion.

conclusion.

elaboration, writing body paragraphs or a conclusion appropriate to purpose and audience.

supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience.

<table>
<thead>
<tr>
<th>RANGE ALD for 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attention to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex 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 strong supporting evidence and elaboration and a well-developed and appropriate conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for Target 5, USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can use appropriate text features (e.g. headings, bold text, captions, etc.) in informational texts that are consistent with meaning.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can use some appropriate text features (e.g. headings, bold text, captions, etc.) in informational texts to enhance meaning.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can use appropriate and effective text features (e.g. headings, bold text, captions, etc.) in informational texts to enhance meaning.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can use effective and sophisticated text features (e.g. headings, bold text, captions, etc.) in informational texts to enhance meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for Target 6, WRITE/REVISE BRIEF TEXTS: Write one or more complex 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about topics or sources, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a limited statement of opinion about topics or sources, a loose context, minimally organized ideas, partially developed evidence/reasons and elaboration, and conclusion.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, or develop a well-stated conclusion appropriate to purpose and audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for 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, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas by stating a context and focus, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, weakly organized ideas by stating a context and focus, use of few structures and few transitional strategies for coherence, some development of evidence/reasons and elaboration, and an underdeveloped conclusion.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex opinion pieces, demonstrating ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including more complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration and an appropriate conclusion.</td>
</tr>
<tr>
<td>Source, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.</td>
</tr>
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</table>

**RANGE ALD for 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.  
Level 1 students should be able to with significant support (e.g., select from a word list), provide minimal evidence that they can, use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  
Level 2 students should be able to, with minimal support (e.g. with directive feedback), provide partial evidence that they can use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  
Level 3 students should be able to provide adequate evidence that they can 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.  
Level 4 students should be able to provide thorough evidence that they can 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.

**RANGE ALD for Target 9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.  
Level 1 students should be able to provide minimal evidence that they can edit text, demonstrating a minimal understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
Level 2 students should be able to provide partial evidence that they can apply and edit text, demonstrating a partial understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
Level 3 students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  
Level 4 students should be able to provide thorough evidence that they can effectively apply and edit text, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).

**RANGE ALD for Target 10. TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts.  
Level 1 students should be able to, with substantial guidance and support (e.g. explicit direction, whole broken into parts) provide partial evidence that they can use the tools of technology (including the Internet) to produce and publish writing.  
Level 2 students should be able to, with some guidance and support (e.g. whole broken into parts) provide partial evidence that they can, use the tools of technology (including the Internet) to produce and publish writing.  
Level 3 students should be able to provide adequate evidence that they can use the tools of technology (including the Internet) to produce and publish writing.  
Level 4 students should be able to provide thorough evidence that they can effectively use the tools of technology (including the Internet) to produce and publish writing.

**THRESHOLD ALD for Writing Targets 1-10**  
The student who just enters Level 2 should be able to:  
- Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft.  
- Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author’s craft.  
- Write or revise one informational/explanatory paragraph, demonstrating some 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.  
The student who just enters Level 3 should be able to:  
- Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose, including a conclusion.  
- Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author’s craft appropriate to purpose, including a conclusion, and 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 transitional strategies for coherence, or supporting.  
The student who just enters Level 4 should be able to:  
- Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author’s 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, author’s 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 supporting.
Grade 5

- 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 a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
- Show some ability to apply and edit text, demonstrating a partial understanding 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.

- 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 transitional strategies for coherence, develop supporting evidence/reasons and elaboration, and develop a conclusion.
- Use effective 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, efficiently organize ideas using linking words or phrases, develop supporting 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 evidence/reasons and elaboration; and develop a conclusion.
- With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

- 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 transitional strategies for coherence, include 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 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 focus, include structures and transitional strategies for coherence, develop strong supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience.

- 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.
- Adequately apply and edit text, demonstrating an understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Use the tools of technology (including the Internet) to produce and publish writing, 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 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.

- Effectively apply and edit text, demonstrating an understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Effectively use the tools of technology (including the Internet) to produce and publish writing.
Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.

POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

CLAIM 3: SPEAKING AND LISTENING

Students can employ effective speaking and listening skills for a range of purposes and audiences.

CONTENT ALD Level 1: Students should be able to demonstrate minimal competency in employing listening skills.

CONTENT ALD Level 2: Students should be able to employ listening skills for a range of purposes with limited competency.

CONTENT ALD Level 3: Students should be able to employ effective listening skills for a range of purposes with competency.

CONTENT ALD Level 4: Students should be able to employ effective listening skills for a range of purposes with superior competency.

RANGE ALD for Target 4

LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.

Level 1 students should be able to provide minimal evidence that they can retell and use information delivered orally or through audio-visual materials with significant support (e.g. guided direction, repeated listening or viewing).

Level 2 students should be able to provide partial evidence that they can summarize and use information delivered orally or through audio-visual materials with some support (e.g. directive feedback).

Level 3 students should be able to provide adequate evidence that they can accurately summarize and use information delivered orally or through audio-visual materials.

Level 4 students should be able to provide thorough evidence that they can critically summarize and use information delivered orally or through audio-visual materials.

THRESHOLD ALD for Listening Target 4

The student who just enters Level 2 should be able to:
- Interpret and use information delivered orally or audio-visually with support (e.g. some directive feedback).

The student who just enters Level 3 should be able to:
- Interpret and use information delivered orally or audio-visually.

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

| POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |

CLAIM 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

| CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic. |
| CONTENT ALD Level 2: Students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic. |
| CONTENT ALD 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. |
| CONTENT ALD 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. |

RANGE ALD for 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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. |

RANGE ALD for 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 (e.g. explicit direction), provide minimal evidence that they can 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 (e.g. directive feedback), provide partial evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources. |
| Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources. |
| Level 4 students should be able to provide thorough evidence that they can critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. |

RANGE ALD for Target 3: Analyze Information/Sources: Distinguish relevant-irrelevant information (e.g., fact/opinion).

| Level 1 students should be able to, with substantial guidance (e.g. explicit direction), provide minimal evidence that they can 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 (e.g. directive feedback), provide partial evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. |
| Level 3 students should be able to provide adequate evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. |
| Level 4 students should be able to provide thorough evidence that they can critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. |
## RANGE ALD for 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 (e.g., explicit direction), provide minimal evidence that they can, 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 (e.g., directive feedback), provide partial evidence that they can, 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 provide adequate evidence that they can 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 provide thorough evidence that they can critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

## THRESHOLD ALD for Research Targets 1-4

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

- 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 integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.

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

- Conduct short research projects.
- Locate information to support central ideas and subtopics; select and integrate information from multiple sources.
- Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.
- Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

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

- 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.
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
</tr>
<tr>
<td><strong>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</strong></td>
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<tr>
<th>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</th>
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<tbody>
<tr>
<td><strong>CONTENT ALD Level 1:</strong> 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.</td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 2:</strong> 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.</td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 3:</strong> 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.</td>
</tr>
<tr>
<td><strong>CONTENT ALD Level 4:</strong> 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.</td>
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### Reading: Literary Text

**RANGE ALD for 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 moderate complexity. |
| Level 3 students should be able to cite specific, sufficient, and relevant textual evidence to support conclusions drawn from texts of moderate-to-high complexity. |
| Level 4 students should be able to cite specific relevant and substantial textual evidence to support conclusions drawn from texts of high complexity. |

**RANGE ALD for Target 2: CENTRAL IDEAS:** Summarize central ideas/key events.

| Level 1 students should be able to, with significant scaffolding (i.e., texts of low complexity 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., texts of moderate complexity or a shorter passage), provide a brief summary of some central ideas/key events. |
| Level 3 students should be able to summarize central ideas, themes, and key events using relevant details from texts of moderate-to-high complexity to determine a theme or central idea and provide an objective summary. |
| Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using many significant details from the text and provide an objective summary of the texts of high complexity, including references to characterization and plot development. |

**RANGE ALD for 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 identify connotative and denotative meanings of some academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. |
| Level 2 students should be able to 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 differentiating vocabulary meanings, in texts of moderate complexity. |
| Level 3 students should be able to 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 differentiating vocabulary meanings, in texts of moderate-to-high complexity. |
| Level 4 students should be able to 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 differentiating vocabulary meanings, in texts of high complexity. |
| Grade 6 |
|-----------------|----------------|----------------|----------------|
| **RANGE ALD for Target 4.** | **LANGUAGE USE:** | **ANALYSIS WITHIN OR ACROSS TEXTS:** | **REASONING & EVIDENCE:** |
| **RANGE ALD for Target 4.** | **Apply 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, setting, plot).** | **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).** | **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 differing versions).** |
| **RANGE ALD for Target 5.** | **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 use minimal textual evidence (e.g., within highlighted text or a shorter passage) to 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 1 students should be able to use minimal textual evidence (e.g., within highlighted text or a shorter passage) to 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).** |
| **RANGE ALD for Target 6.** | **TEXT STRUCTURES & FEATURES:** | **Level 2 students should be able to use partial evidence (e.g., within highlighted text or a shorter passage) to provide a thorough 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.** | **Level 2 students should be able to use minimal textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).** |
| **RANGE ALD for Target 7.** | **LANGUAGE USE:** | **Level 3 students should be able to provide 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, setting, plot).** | **Level 3 students should be able to provide 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, setting, plot).** |
| **RANGE ALD for Target 7.** | **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.** | **Level 3 students should be able to 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 of texts of moderate-to-high complexity.** | **Level 3 students should be able to 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 of texts of moderate-to-high complexity.** |
| **RANGE ALD for Target 7.** | **Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage), to 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, in texts of low complexity.** | **Level 4 students should be able to use strong and varied 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 4 students should be able to use strong and varied textual evidence to analyze how information is presented within or across texts of high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).** |
| **RANGE ALD for Target 7.** | **Level 2 students should be able to use partial evidence (e.g., within highlighted text or a shorter passage), to 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 in texts of moderate complexity.** | **Level 4 students should be able to provide 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, setting, plot).** | **Level 4 students should be able to provide 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, setting, plot).** |

**Target 1:** Level 1 student should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to 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).

**Target 2:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to 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).

**Target 3:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).

**Target 4:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to 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).

**Target 5:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).

**Target 6:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).

**Target 7:** Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage), to 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, in texts of low complexity.
<table>
<thead>
<tr>
<th><strong>THRESHOLD ALD for Reading</strong> Targets 1-7</th>
<th><strong>Level 1 students should be able to:</strong></th>
<th><strong>Level 2 students should be able to:</strong></th>
<th><strong>Level 3 students should be able to:</strong></th>
<th><strong>Level 4 students should be able to:</strong></th>
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</thead>
<tbody>
<tr>
<td>The student who just enters Level 2 should be able to:</td>
<td>Cite some textual evidence to support conclusions drawn from text.</td>
<td>Use some explicit and limited implicit information to support emerging inferences or analyses.</td>
<td>Partially summarize central ideas and key events using some details from texts of moderate complexity.</td>
<td>Thoroughly summarize central ideas, topics/subtopics, key events, and procedures, using supporting ideas and details.</td>
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<td></td>
<td>Use some explicit and limited implicit information to support emerging inferences or analyses.</td>
<td>Partially determine the intended meaning of some grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words within context.</td>
<td>Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.</td>
<td>Cite specific, relevant textual evidence to support conclusions drawn from text.</td>
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<td></td>
<td>Partially summarizing central ideas and key events using some details from texts of moderate complexity.</td>
<td>Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.</td>
<td>Identify and begin to compare how information is presented within or across texts.</td>
<td>Thoroughly interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.</td>
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<tr>
<td></td>
<td>Partially determining the intended meaning of some grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words within context.</td>
<td>Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.</td>
<td>Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</td>
<td>Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.</td>
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<tr>
<td></td>
<td>Using some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.</td>
<td>Interpreting the intent of some common figurative language.</td>
<td>Interpret the intent of some common figurative language.</td>
<td>With some consistency, identify some relationships among targeted aspects, including analysis of authors’ points of view.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 8. KEY DETAILS:</strong> Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.</td>
<td><strong>Level 1 students should be able to identify textual evidence that minimally supports a simple idea drawn about texts of low complexity.</strong></td>
<td><strong>Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.</strong></td>
<td><strong>Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.</strong></td>
<td><strong>Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of high complexity.</strong></td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 9. CENTRAL IDEAS:</strong> Summarize central ideas, key events, procedures, or topics and</td>
<td><strong>Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.</strong></td>
<td><strong>Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.</strong></td>
<td><strong>Level 3 students should be able to summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.</strong></td>
<td><strong>Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and</strong></td>
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<td>RANGE ALD for Target 10.</td>
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<td><strong>WORD MEANINGS:</strong> 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).</td>
<td>Level 1 students should be able to identify connotative and denotative meanings of some academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.</td>
<td>Level 2 students should be able to 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 differentiating vocabulary meanings, in texts of moderate complexity.</td>
<td>Level 3 students should be able to 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 differentiating vocabulary meanings, in texts of moderate-to-high complexity.</td>
<td>Level 4 students should be able to 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 differentiating vocabulary meanings, in texts of high complexity.</td>
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<tr>
<th>RANGE ALD for Target 11.</th>
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<tbody>
<tr>
<td><strong>REASONING &amp; EVIDENCE:</strong> 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).</td>
<td>Level 1 students should be able to use minimal 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.</td>
<td>Level 2 students should be able to demonstrate partial use of 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 moderate complexity.</td>
<td>Level 3 students should be able to use 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 in texts of moderate-to-high complexity.</td>
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<tr>
<th>RANGE ALD for Target 12.</th>
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<tbody>
<tr>
<td><strong>ANALYSIS WITHIN OR ACROSS TEXTS:</strong> 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.</td>
<td>Level 1 students should be able to use minimal evidence (e.g., within highlighted text or a shorter passage) to identify information (events, people, ideas, topics) or authors’ point of view in texts of low complexity.</td>
<td>Level 2 students should be able to demonstrate partial evidence that they can compare how information is presented within or across texts (events, people, ideas, topics) of moderate complexity or how conflicting information across texts reveals authors’ point of view.</td>
<td>Level 3 students should be able to analyze or compare how information is presented within or across texts (events, people, ideas, topics) of moderate-to-high complexity or how conflicting information reveals authors’ point of view.</td>
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<tr>
<th>RANGE ALD for Target 13.</th>
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<tbody>
<tr>
<td><strong>TEXT STRUCTURES &amp; FEATURES:</strong> Relate knowledge of text structures or genre-specific features to analyze or integrate information.</td>
<td>Level 1 students should be able to, with significant support (e.g., within highlighted text or shorter low complexity texts), demonstrate minimal knowledge of text structures or genre-specific features to integrate information.</td>
<td>Level 2 students should be able to relate knowledge of text structures or genre-specific features to analyze or integrate information, in texts of moderate complexity.</td>
<td>Level 3 students should be able to relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate-to-high complexity.</td>
</tr>
</tbody>
</table>
### RANGE ALD for 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.

<table>
<thead>
<tr>
<th>Level 1 students should be able to use minimal evidence to 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.</th>
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</thead>
<tbody>
<tr>
<td>Level 2 students should be able to inconsistently determine or 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.</td>
</tr>
<tr>
<td>Level 3 students should be able to accurately determine or 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 texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly evaluate or interpret 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 texts of high complexity.</td>
</tr>
</tbody>
</table>

### THRESHOLD ALD for Reading Targets 8-14

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

- 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.
- Partially determine the intended meaning of grade-appropriate words including academic (tier 2) and domain-specific (tier 3) words within context.
- Partially 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 is presented within or across texts.
- Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
- Partially interpret intent of some common figurative language.

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

- 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.
- 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.
- Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.
- Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.

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

- Cite specific, relevant textual evidence to support conclusions drawn from text.
- Thoroughly interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.
- Thoroughly 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.
- Thoroughly analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
- Thoroughly evaluate text structures across texts.
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
<tr>
<td>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
<tr>
<td>POLICY ALD: The Level 3 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
<tr>
<td>POLICY ALD: The Level 4 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
</tr>
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<tr>
<th>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT ALD Level 1: Students should be able to produce simplistic and poorly supported writing without consideration of purpose and audience.</td>
</tr>
<tr>
<td>CONTENT ALD Level 2: Students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</td>
</tr>
<tr>
<td>CONTENT ALD Level 3: Students should be able to produce effective writing for a limited range of purposes and audiences.</td>
</tr>
<tr>
<td>CONTENT ALD Level 4: Students should be able to produce effective and well-supported writing for a diverse range of purposes and audiences.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>RANGE ALD for 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
</tr>
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<tr>
<th>RANGE ALD for 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).</th>
</tr>
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<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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<tr>
<th>RANGE ALD for 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, using minimal supporting evidence and some elaboration, or writing body paragraphs or 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 informational/explanatory paragraph 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 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 supporting evidence and elaboration.</th>
</tr>
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<tr>
<td>Level 1 students should be able to provide minimal evidence that they can 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 informational/explanatory paragraph 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write or revise one 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 supporting evidence and elaboration.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write or revise more than one 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 supporting evidence and elaboration.</td>
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Grade 6

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.

| RANGE ALD for 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 provide minimal evidence that they can 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. | Level 2 students should be able to provide partial evidence that they can 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; cite evidence and elaboration, and a conclusion. | Level 3 students should be able to provide adequate evidence that they can 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. | Level 4 students should be able to provide thorough evidence that they can 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. |

| RANGE ALD for 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), partially 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 strategically employ advanced text features and visual components appropriate to purpose. |

| RANGE ALD for 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 provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating 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. | Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, 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 create a partially developed conclusion using a formal style. | Level 3 students should be able to provide adequate evidence that they can 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 provide thorough evidence that they can 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. |
| **RANGE ALD for 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. |
| Level 1 students should be able to provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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. |

| **RANGE ALD for 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 adequately 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. |

| **RANGE ALD for 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 provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. | Level 2 students should be able to provide partial evidence that they can apply or edit a piece of writing, demonstrating a partial understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. | Level 3 students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. | Level 4 students should be able to provide thorough evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. |

| **RANGE ALD for 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 partially use 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 thoroughly use technology, including the Internet, to produce and publish writing. |

| **THRESHOLD ALD for Writing Targets 1 and 3-10** | The student who just enters Level 2 should be able to: • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief. | The student who just enters Level 3 should be able to: • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. | The student who just enters Level 4 should be able to: • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise |
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 word choice and/or syntax.
• Demonstrate some understanding of the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message.
• Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.
• With some support use basic language appropriate to the purpose and audience when revising or composing text.
• Apply or edit a piece of writing, demonstrating a partial understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
• Demonstrate limited use of technology, including the Internet, to produce and publish writing.

Employ effective text features and visual components appropriate to purpose.
• Demonstrate some ability 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.
• Use a 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.
• Demonstrate some ability to edit a piece of writing, showing a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
• Demonstrate some use of technology, including the Internet, to produce and publish writing.

Employ advanced text features and visual components appropriate to purpose.
• Effectively 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 understanding 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.
Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

CONTENT ALD Level 1: Students should be able to demonstrate minimal competency in employing listening skills.

CONTENT ALD Level 2: Students should be able to employ listening skills for a range of purposes with limited competency.

CONTENT ALD Level 3: Students should be able to employ effective listening skills for a range of purposes with competency.

CONTENT ALD Level 4: Students should be able to employ effective listening skills for a range of purposes with superior competency.

LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.

Level 1 students should be able to provide minimal evidence that they can identify the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

THRESHOLD ALD for Listening Target 4

The student who just enters Level 2 should be able to:
- 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:
- Accurately engage and interact with media and source materials and account for elements that contribute to points of view.

The student who just enters Level 4 should be able to:
- Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<td>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<td>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<tr>
<th>CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</th>
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<tbody>
<tr>
<td>CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</td>
</tr>
<tr>
<td>CONTENT ALD Level 2: Students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</td>
</tr>
<tr>
<td>CONTENT ALD 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.</td>
</tr>
<tr>
<td>CONTENT ALD 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.</td>
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<thead>
<tr>
<th>RANGE ALD for Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.</th>
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<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
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<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
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<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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<tr>
<th>RANGE ALD for Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).</th>
</tr>
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<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
</tr>
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<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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<tr>
<th>RANGE ALD for Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.</th>
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</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
</tr>
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<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
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<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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<tr>
<td>RANGE ALD for Target 4, USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</td>
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<td>Level 1 students should be able to provide minimal evidence that they can generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.</td>
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<td>Level 3 students should be able to provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.</td>
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<tr>
<td>Level 4 students should be able to provide thorough evidence that they generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.</td>
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<tr>
<th>THRESHOLD ALD for Research Targets 1-4</th>
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<tr>
<td>The student who just enters Level 2 should be able to:</td>
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<tr>
<td>- Demonstrate minimal research and evaluation skills.</td>
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<tr>
<td>- Draw broad conclusions from source materials.</td>
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<tr>
<td>- Construct a partial or undeveloped claim with limited use of evidence.</td>
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<tr>
<td>- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</td>
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<tr>
<td>- Develop an argument with a claim and minimal support.</td>
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<tr>
<td>The student who just enters Level 3 should be able to:</td>
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<tr>
<td>- Use research/inquiry methods to explore a topic.</td>
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<tr>
<td>- Select from and adequately analyze sources from a variety of perspectives and present findings.</td>
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<tr>
<td>- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</td>
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<tr>
<td>- Search for relevant authoritative information and evaluate the uses and limitations of source material.</td>
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<tr>
<td>- Generate a specific debatable claim or main idea and cite some relevant evidence.</td>
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<tr>
<td>The student who just enters Level 4 should be able to:</td>
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<tr>
<td>- Employ multimodal resources to advance a persuasive and sustained exploration of a topic.</td>
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<tr>
<td>- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</td>
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<tr>
<td>- Search for relevant information from diverse authoritative sources.</td>
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<tr>
<td>- Systematically evaluate sources’ uses and limitations.</td>
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<tr>
<td>- Generate an authoritative claim.</td>
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<tr>
<td>- Evaluate and cite substantial, relevant evidence.</td>
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</tbody>
</table>
Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

| POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |

CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

| CONTENT ALD 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. |
| CONTENT ALD 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. |
| CONTENT ALD 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. |
| CONTENT ALD 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. |

**Reading: Literary Texts**

**RANGE ALD for Target 1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.

| Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity. |
| Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity. |
| Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity. |
| Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of high complexity. |

**RANGE ALD for 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, themes, and key events using limited supporting ideas or relevant details from the text. |
| Level 3 students should be able to summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary. |
| Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using many significant details from the text and provide an objective summary of the text, including references to characterization and plot development. |

**RANGE ALD for 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).

<p>| Level 1 students should be able to identify connotative and denotive meanings of some academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of low complexity. |
| Level 2 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. |
| Level 3 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. |
| Level 4 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of high complexity. |</p>
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<tr>
<th>RANGE ALD for Target 4, REASONING &amp; EVIDENCE: 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.</th>
<th>Level 1 students should be able to use minimal evidence to 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.</th>
<th>Level 2 students should be able to use partial evidence to analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</th>
<th>Level 3 students should be able to use partial evidence to analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.</th>
<th>Level 4 students should be able to use strong and varied textual evidence to justify analysis regarding quotes, examples, and details in texts of high complexity.</th>
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<tr>
<td>RANGE ALD for 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.</td>
<td>Level 1 students should be able to use minimal evidence to identify relationships among literary elements within texts of low complexity representing various genres and text types.</td>
<td>Level 2 students should be able to use partial evidence to analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.</td>
<td>Level 3 students should be able to analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres and text types.</td>
<td>Level 4 students should be able to thoroughly analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres and text types.</td>
</tr>
<tr>
<td>RANGE ALD for Target 6, TEXT STRUCTURES &amp; 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).</td>
<td>Level 1 students should be able to use minimal evidence to justify analysis regarding quotes, examples, and details in texts of low complexity.</td>
<td>Level 2 students should be able to use limited textual evidence to justify analysis regarding quotes, examples, and details in texts of moderate complexity.</td>
<td>Level 3 students should be able to use a range of relevant textual evidence to justify analysis regarding quotes, examples, and details texts of moderate-to-high complexity.</td>
<td>Level 4 students should be able to use a range of relevant textual evidence to justify analysis regarding quotes, examples, and details texts of high complexity.</td>
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<tr>
<td>RANGE ALD for 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 words and phrases used in context and their impact on reader interpretation.</td>
<td>The student who just enters Level 2 should be able to: • Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of moderate complexity. • Partially summarize central ideas and key events using some details from texts of moderate complexity.</td>
<td>The student who just enters Level 3 should be able to: • Summarize central ideas/key events using relevant details from texts of moderate-to-high complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.</td>
<td>The student who just enters Level 4 should be able to: • Thoroughly evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Thoroughly evaluate meaning of words with multiple meanings based on context-word relationships and word complexity.</td>
<td>Level 4 students should be able to use strong and varied textual evidence to justify analysis regarding quotes, examples, and details in texts of high complexity.</td>
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**Threshold ALD for Reading Targets 1-7**

- The student who just enters Level 2 should be able to:
  - Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of moderate complexity.
  - Partially summarize central ideas and key events using some details from texts of moderate complexity.

- The student who just enters Level 3 should be able to:
  - Summarize central ideas/key events using relevant details from texts of moderate-to-high complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.
  - Determine precise meaning of words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.

- The student who just enters Level 4 should be able to:
  - Thoroughly evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.
  - Thoroughly evaluate meaning of words with multiple meanings based on context-word relationships and word complexity.
**RANGE ALD for 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 identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.
- Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.
- Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.
- Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of high complexity.

**RANGE ALD for Target 9. CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics.

- Level 1 students should be able to use details 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, using supporting ideas and details.
- Level 3 students should be able to summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
- Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.

**RANGE ALD for 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)

- Level 1 students should be able to identify connotative and denotive meanings of some academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.
- Level 2 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.
- Level 3 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.
- Level 4 students should be able to determine connotative and denotive meanings of academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of high complexity.
<table>
<thead>
<tr>
<th><strong>RANGE ALD for Target 11. REASONING &amp; EVIDENCE:</strong> 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).</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Level 2 students should be able to demonstrate partial use of 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly use strong, supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.</td>
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<tr>
<th><strong>RANGE ALD for Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</strong> Analyze and compare relationships within or across texts (point of view, genre, features, topic).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to use minimal evidence to 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.</td>
</tr>
<tr>
<td>Level 2 students should be able to demonstrate partial evidence that they can 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.</td>
</tr>
<tr>
<td>Level 3 students should be able to 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly 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.</td>
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<tr>
<th><strong>RANGE ALD for Target 13. TEXT STRUCTURES &amp; FEATURES:</strong> Relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</th>
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<tbody>
<tr>
<td>Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</td>
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<tr>
<td>Level 2 students should be able to demonstrate partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</td>
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<tr>
<td>Level 3 students should be able to relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</td>
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<thead>
<tr>
<th><strong>RANGE ALD for Target 14. LANGUAGE USE:</strong> Interpret intent of figurative language (e.g., cliché, pun, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to use minimal evidence to 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 texts of low complexity.</td>
</tr>
<tr>
<td>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 texts of moderate complexity.</td>
</tr>
<tr>
<td>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 texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly 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 texts of high complexity.</td>
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<tr>
<th><strong>THRESHOLD ALD for Reading Targets B-14</strong></th>
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<tbody>
<tr>
<td>The student who just enters Level 2 should be able to:</td>
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<tr>
<td>- Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</td>
</tr>
<tr>
<td>- Partially summarize central ideas, topics/subtopics, key events, or processes.</td>
</tr>
<tr>
<td>The student who just enters Level 3 should be able to:</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
<tr>
<td>- Summarize central ideas, topics/subtopics, or presentation.</td>
</tr>
<tr>
<td>The student who just enters Level 4 should be able to:</td>
</tr>
<tr>
<td>- 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.</td>
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<tr>
<td>- Thoroughly summarize central ideas, or presentation.</td>
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### Grade 7

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<tr>
<th>Partially</th>
<th>Thoroughly</th>
<th>Partially</th>
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<tbody>
<tr>
<td>Determine connotative and denotative meanings of academic- and domain-specific words/phrase and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity.</td>
<td>Determine connotative and denotative meanings of academic- and domain-specific words/phrase and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of high complexity.</td>
<td>Determine connotative and denotative meanings of academic- and domain-specific words/phrase and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.</td>
<td>Determine connotative and denotative meanings of academic- and domain-specific words/phrase and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of high complexity.</td>
</tr>
<tr>
<td>Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information; thoroughly delineate and evaluate the argument assessing whether the reasoning is sound.</td>
<td>Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information; thoroughly delineate and evaluate the argument assessing whether the reasoning is sound.</td>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>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 texts of moderate complexity.</td>
<td>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 texts of moderate complexity.</td>
<td>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 texts of moderate complexity.</td>
<td>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 texts of high complexity.</td>
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</table>
### Grade 7

**Overall Claim:** Students can demonstrate college and career readiness in English language arts and literacy.

**POLICY ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**CLAIM 2:** Students can produce effective writing for a range of purposes and audiences.

**CONTENT ALD Level 1:** Students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.

**CONTENT ALD Level 2:** Students should be able to produce simple and appropriately supported writing for a limited range of purposes and audiences.

**CONTENT ALD Level 3:** Students should be able to produce effective and well-grounded writing for a range of purposes and audiences.

**CONTENT ALD Level 4:** Students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.

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**Writing**

**RANGE ALD for Target 1. WRITE/REVISE BRIEF TEXTS:**

- **CONTENT ALD Level 1:** Students should be able to produce minimal evidence that they can write or revise one or more paragraphs 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 an underdeveloped conclusion.

- **CONTENT ALD Level 2:** Students should be able to produce partial evidence that they can 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.

- **CONTENT ALD Level 3:** Students should be able to produce adequate evidence that they can 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.

- **CONTENT ALD Level 4:** Students should be able to provide thorough evidence that they can 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.

**RANGE ALD for Target 2. COMPOSE FULL TEXTS:**

- **CONTENT ALD Level 1:** Students should be able to produce minimal evidence that they can write narrative text demonstrating use of 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.

- **CONTENT ALD Level 2:** Students should be able to produce partial evidence that they can 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.

- **CONTENT ALD Level 3:** Students should be able to produce adequate evidence that they can write longer narrative text 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.

- **CONTENT ALD Level 4:** Students should be able to provide thorough evidence that they can 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.

**RANGE ALD for Target 3. WRITE/REVISE BRIEF TEXTS:**

- **CONTENT ALD Level 1:** Students should be able to produce minimal evidence that they can 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

- **CONTENT ALD Level 2:** Students should be able to produce partial evidence that they can write or revise one informational/explanatory paragraph 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

- **CONTENT ALD Level 3:** Students should be able to provide adequate evidence that they can 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

- **CONTENT ALD Level 4:** Students should be able to provide thorough evidence that they can 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
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<th>Grade 7</th>
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<tr>
<td><strong>TARGET 3</strong> <strong>LEVEL 4</strong> <strong>RANGE ALD FOR TARGET 4</strong>: 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.</td>
<td><strong>LEVEL 1</strong> <strong>STUDENTS SHOULD BE ABLE TO</strong> provide minimal evidence that they can 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.</td>
</tr>
<tr>
<td><strong>TARGET 5. USE TEXT FEATURES</strong>: Employ text features and visual components appropriate to purpose.</td>
<td><strong>LEVEL 1</strong> <strong>STUDENTS SHOULD BE ABLE TO</strong> provide minimal evidence that they can plan, write, revise, and edit one or more paragraphs of text, expressing arguments about topics or sources; establishing and supporting a claim, organizing and including evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.</td>
</tr>
<tr>
<td><strong>TARGET 6. WRITE/REVISE BRIEF TEXTS</strong>: Apply a variety of strategies when writing or revising one simple paragraph, demonstrating 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.</td>
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<td>Range</td>
<td>Target 7</td>
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<tr>
<td><strong>Compose full texts:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Language &amp; vocabulary use:</strong></td>
<td>Level 1 students should be able to provide minimal evidence that they can 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.</td>
</tr>
<tr>
<td><strong>Develop an appropriate conclusion:</strong></td>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
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<tr>
<td><strong>Range ALD for Target 8:</strong></td>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td><strong>Range ALD for Target 9:</strong></td>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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</table>
The student who just enters Level 2 should be able to:
- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal 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 word choice and/or syntax.
- Demonstrate some understanding of the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message.
- Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.
- With some support use basic language appropriate to the purpose and audience when revising or composing text.
- Apply or edit a piece of writing, demonstrating a partial understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate limited use of technology, including the Internet, to produce and publish writing.

The student who just enters Level 3 should be able to:
- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Employ effective text features and visual components appropriate to purpose.
- Demonstrate some ability 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.
- Use a 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.
- Demonstrate some ability to edit a piece of writing, showing a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Demonstrate some ability to edit a piece of writing, showing a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate limited use of technology, including the Internet, to produce and publish writing.

The student who just enters Level 4 should be able to:
- Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate effective use of 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.
- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one complex informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively 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 understanding 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.
- Effectively apply or edit a piece of writing, demonstrating a strong understanding 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.
Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

CONTENT ALD Level 1: Students should be able to demonstrate minimal competency in employing listening skills.

CONTENT ALD Level 2: Students should be able to employ listening skills for a range of purposes with limited competency.

CONTENT ALD Level 3: Students should be able to employ effective listening skills for a range of purposes with competency.

CONTENT ALD Level 4: Students should be able to employ effective listening skills for a range of purposes with superior competency.

LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.

RANGE ALD for Target 4:

Level 1 students should be able to provide minimal evidence that they can identify the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use the speakers' details, claims argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

THRESHOLD ALD for Listening Target 4:

The student who just enters Level 2 should be able to:
- 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:
- Accurately engage and interact with media and source materials and account for elements that contribute to points of view.

The student who just enters Level 4 should be able to:
- Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
### Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

| POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |

### CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

| CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic. |
| CONTENT ALD Level 2: Students should be able to use research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic. |
| CONTENT ALD Level 3: Students should be able to use research/inquiry methods to produce an adequate explanation of a topic. |
| CONTENT ALD 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. |

### Research

**RANGE ALD for 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 provide minimal evidence that they can 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.

**RANGE ALD for 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 provide minimal evidence that they can 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.

**RANGE ALD for 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 provide minimal evidence that they can 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.

**CONTENT ALD Level 1: Students should be able to identify a source; quote/paraphrase the information, avoiding plagiarism.**

**CONTENT ALD Level 2: Students should be able to quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.**

**CONTENT ALD Level 3: Students should be able to provide thorough evidence that they can 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.**

**CONTENT ALD Level 4: Students should be able to provide thorough evidence that they can 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.**

**CONTENT ALD Level 2: Students should be able to provide adequate evidence that they can 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.**

**CONTENT ALD Level 3: Students should be able to provide adequate evidence that they can 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.**

**CONTENT ALD Level 4: Students should be able to provide thorough evidence that they can 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.**

**CONTENT ALD Level 2: Students should be able to provide adequate evidence that they can 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.**

**CONTENT ALD Level 3: Students should be able to provide thorough evidence that they can 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.**

**CONTENT ALD Level 4: Students should be able to provide thorough evidence that they can 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.**
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**RANGE ALD for 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques. |

**THRESHOLD ALD for Research Targets 1-4**

| The student who just enters Level 2 should be able to: |
| The student who just enters Level 3 should be able to: |
| The student who just enters Level 4 should be able to: |
| - Demonstrate 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. |
| - Develop an argument with a claim and minimal support. |
| - Use research/inquiry methods to explore a topic. |
| - Select from and adequately analyze sources from a variety of perspectives and present findings. |
| - Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. |
| - Search for relevant authoritative information and evaluate the uses and limitations of source material. |
| - Generate a specific debatable claim or main idea and cite some relevant evidence. |
| - 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 an 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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Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

| POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |

CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

| CONTENT ALD 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. |
| CONTENT ALD Level 2: Students should be able to read closely and analytically to comprehend a limited range of literary and informational texts of moderate complexity and to use textual evidence that demonstrates limited critical thinking. |
| CONTENT ALD 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. |

| LEVEL ALD for Target 1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn. |
| LEVEL ALD for Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text. |
| LEVEL ALD for 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). |

**Grade 8**

| LEVEL 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity. |
| LEVEL 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity. |
| LEVEL 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity. |
| LEVEL 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of high complexity. |

| 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, themes, and key events using limited supporting ideas or relevant details from the text. |
| LEVEL 3 students should be able to summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary. |
| LEVEL 4 students should be able to thoroughly summarize central ideas, themes, and key events using many significant details from the text and provide an objective summary of the text, including references to characterization and plot development. |

<p>| LEVEL 1 students should be able to identify connotative and denotative meanings of some academic and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. |
| LEVEL 2 students should be able to 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 differentiating vocabulary meanings, in texts of moderate complexity. |
| LEVEL 3 students should be able to 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 differentiating vocabulary meanings, in texts of moderate-to-high complexity. |
| LEVEL 4 students should be able to 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 differentiating vocabulary meanings, in texts of high complexity. |</p>
<table>
<thead>
<tr>
<th>RANGE ALD for Target 4, REASONING &amp; 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> students should be able to cite minimal evidence to justify analysis regarding theme, story elements, and point of view texts of low complexity.</td>
</tr>
<tr>
<td><strong>Level 2</strong> students should be able to cite limited textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of moderate complexity.</td>
</tr>
<tr>
<td><strong>Level 3</strong> 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 of moderate-to-high complexity.</td>
</tr>
<tr>
<td><strong>Level 4</strong> students should be able to cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of high complexity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> students should be able to minimally identify various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</td>
</tr>
<tr>
<td><strong>Level 2</strong> students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.</td>
</tr>
<tr>
<td><strong>Level 3</strong> students should be able to analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres and text types.</td>
</tr>
<tr>
<td><strong>Level 4</strong> students should be able to thoroughly analyze (by comparing and contrasting) relationships among literary elements within complex texts representing various genres and text types.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> 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.</td>
</tr>
<tr>
<td><strong>Level 2</strong> 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.</td>
</tr>
<tr>
<td><strong>Level 3</strong> students should be able to analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</td>
</tr>
<tr>
<td><strong>Level 4</strong> students should be able to thoroughly evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RANGE ALD for 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong> students should be able to minimally identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.</td>
</tr>
<tr>
<td><strong>Level 2</strong> students should be able to partially determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.</td>
</tr>
<tr>
<td><strong>Level 3</strong> students should be able to accurately determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td><strong>Level 4</strong> students should be able to thoroughly evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THRESHOLD ALD for Reading Targets 1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student who just enters Level 2 should be able to:</td>
</tr>
<tr>
<td>• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of moderate complexity.</td>
</tr>
<tr>
<td>• Partially summarize central ideas and key events using some details from texts of moderate complexity.</td>
</tr>
<tr>
<td>• Partially analyze relationships among literary elements within or across texts of moderate complexity or differing versions of texts representing various genres and text types.</td>
</tr>
<tr>
<td>The student who just enters Level 3 should be able to:</td>
</tr>
<tr>
<td>• Summarize central ideas/key events using relevant details from texts of moderate-to-high complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.</td>
</tr>
<tr>
<td>• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</td>
</tr>
<tr>
<td>• Thoroughly evaluate meaning of words with multiple meanings based on context-word relationships and word structures;</td>
</tr>
<tr>
<td>The student who just enters Level 4 should be able to:</td>
</tr>
<tr>
<td>• Thoroughly evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</td>
</tr>
<tr>
<td>• Thoroughly evaluate meaning of words with multiple meanings based on context-word relationships and word structures;</td>
</tr>
</tbody>
</table>
### Grade 8

- 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 texts of moderate complexity.
- 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 of moderate-to-high complexity.
- Analyze relationships by comparing and contrasting theme among literary elements within texts of moderate-to-high complexity or differing versions of texts representing various genres and 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 texts of moderate-to-high complexity.

### RANGE ALD for Target 8. KEY DETAILS:

**Identify explicit text evidence to support inferences made or conclusions drawn about texts.**

- Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.
- Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.
- Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.
- Level 4 students should be able to cite strong and thorough textual evidence to justify a complex inference, analysis, interpretation, or conclusion drawn about texts of high complexity.

**Summarize central ideas, topics/subtopics, key events, or procedures using details.**

- Level 1 students should be able to use details 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, using supporting ideas and details.
- Level 3 students should be able to summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
- Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas.
<table>
<thead>
<tr>
<th>Range</th>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 10.</strong></td>
<td><strong>Word Meanings:</strong> 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).</td>
<td>Level 1 students should be able to identify connotative and denotative meanings of some academic- and domain-specific words, phrases, and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. Level 2 students should be able to 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 differentiating vocabulary meanings, in texts of moderate complexity. Level 3 students should be able to 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 differentiating vocabulary meanings, in texts of high complexity. Level 4 students should be able to 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 differentiating vocabulary meanings, in texts of high complexity.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 11.</strong></td>
<td><strong>Reasoning &amp; Evaluation:</strong> 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).</td>
<td>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 demonstrate partial use of 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 thoroughly use strong, supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 12.</strong></td>
<td><strong>Analysis Within or Across Texts:</strong> 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.</td>
<td>Level 1 students should be able to use minimal evidence to 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 demonstrate partial evidence that they can 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 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 thoroughly 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.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 13.</strong></td>
<td><strong>Text Structures/ Features:</strong> Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation.</td>
<td>Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation. Level 2 students should be able to demonstrate partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation. Level 3 students should be able to relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation. Level 4 students should be able to thoroughly relate knowledge of text structures and genre-specific features or formats of texts and compare/analyze the impact of those choices on meaning or presentation.</td>
</tr>
<tr>
<td><strong>Target 10.</strong></td>
<td><strong>Target 11.</strong></td>
<td><strong>Target 12.</strong></td>
</tr>
</tbody>
</table>
**RANGE ALD for Target 14. LANGUAGE USE:** Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.

<table>
<thead>
<tr>
<th>Level 1 students should be able to use minimal evidence to 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 texts of low complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 texts of moderate complexity.</td>
</tr>
<tr>
<td>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 texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td>Level 4 students should be able to thoroughly 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 texts of high complexity.</td>
</tr>
</tbody>
</table>

**THRESHOLD ALD for Reading Targets 8-14**

<table>
<thead>
<tr>
<th>The student who just enters Level 2 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</td>
</tr>
<tr>
<td>Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.</td>
</tr>
<tr>
<td>Partially determine connotative and denotative meanings of words and phrases; words with multiple meanings, based on context-word relationships; word structures; and differentiate vocabulary meanings in texts of moderate complexity.</td>
</tr>
<tr>
<td>Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 texts of moderate complexity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student who just enters Level 3 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.</td>
</tr>
<tr>
<td>Determine connotative and denotative meanings of words and phrases.</td>
</tr>
<tr>
<td>Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 texts of moderate-to-high complexity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student who just enters Level 4 should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Thoroughly summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details.</td>
</tr>
<tr>
<td>Thoroughly 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 of high complexity.</td>
</tr>
<tr>
<td>Thoroughly apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</td>
</tr>
<tr>
<td>Thoroughly 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.</td>
</tr>
</tbody>
</table>
| Thoroughly 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 texts of high complexity.
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
<th>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</td>
<td>CONTENT ALD Level 1: Students should be able to produce simplistic and poorly-supported writing without consideration of purpose and audience.</td>
<td>CONTENT ALD Level 2: Students should be able to produce surface-level and under-developed writing for a limited range of purposes and audiences.</td>
<td>CONTENT ALD Level 3: Students should be able to produce effective and well-grounded writing for a range of purposes and audiences.</td>
<td>CONTENT ALD Level 4: Students should be able to produce compelling, well-supported writing for a diverse range of purposes and audiences.</td>
</tr>
</tbody>
</table>

**Writing**

**RANGE ALD for 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 provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, loose chronology, and 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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.

**RANGE ALD for 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 provide minimal evidence that they can write narrative text demonstrating use of 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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.
### RANGE ALD for 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 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.

**Level 1 students** should be able to provide minimal evidence that they can write or revise one 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 provide partial evidence that they can write or revise one informational/explanatory paragraph 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 provide adequate evidence that they can 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.

**Level 4 students** should be able to provide thorough evidence that they can 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 supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate to purpose and audience.

### RANGE ALD for 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 provide minimal evidence that they can 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.

**Level 2 students** should be able to provide partial evidence that they can plan, write, revise, and edit full yet simple 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.

**Level 3 students** should be able to provide adequate evidence that they can 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.

**Level 4 students** should be able to provide thorough evidence that they can 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.

### RANGE ALD for 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), partially 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 strategically employ advanced text features and visual components appropriate to purpose.

### RANGE ALD for 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

**Level 1 students** should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating 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.

**Level 2 students** should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, 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 create a partially developed conclusion using a formal style.

**Level 3 students** should be able to provide adequate evidence that they can 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

**Level 4 students** should be able to provide thorough evidence that they can 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
<table>
<thead>
<tr>
<th>Appropriate Strategies for Coherence, Appropriate Vocabulary, or Providing a Conclusion Appropriate to Purpose and Audience.</th>
<th>Formal Style</th>
<th>Develop a Well-stated Conclusion Appropriate to Purpose and Audience Using a Formal Style.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RANGE ALD for Target 7. COMPOSE FULL TEXTS:</strong> 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.</td>
<td>Level 1 students should be able to provide minimal evidence that they can plan, write, revise and edit simple 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.</td>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 8. LANGUAGE &amp; VOCABULARY USE:</strong> 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.</td>
<td>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.</td>
<td>Level 3 students should be able to adequately 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.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 9. EDIT/CLARIFY:</strong> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</td>
<td>Level 1 students should be able to provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</td>
<td>Level 4 students should be able to provide thorough evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</td>
</tr>
<tr>
<td><strong>RANGE ALD for Target 10. TECHNOLOGY:</strong> Use tools of technology to gather information, make revisions, or to produce texts.</td>
<td>Level 1 students should be able to minimally use technology, including the Internet, to produce and publish writing.</td>
<td>Level 4 students should be able to thoroughly use technology, including the Internet, to produce and publish writing.</td>
</tr>
</tbody>
</table>
The student who just enters Level 2 should be able to:
- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal 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 word choice and/or syntax.
- Demonstrate some understanding of the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message.
- With some support use basic language appropriate to the purpose and audience when revising or composing text.
- Apply or edit a piece of writing, demonstrating a partial understanding of standard English grammar conventions and usage (e.g. capitalization, punctuation, and spelling) when writing.
- Demonstrate limited use of technology, including the Internet, to produce and publish writing.

The student who just enters Level 3 should be able to:
- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate some ability 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.
- Use a 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.
- Effectively apply or edit a piece of writing, demonstrating a strong understanding of standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.

The student who just enters Level 4 should be able to:
- Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate effective use of 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.
- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one complex informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively 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 understanding 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.
Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

**POLICY ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**CLAIM 3:** Students can employ effective speaking and listening skills for a range of purposes and audiences.

**CONTENT ALD Level 1:** Students should be able to demonstrate minimal competency in employing listening skills.

**CONTENT ALD Level 2:** Students should be able to employ listening skills for a range of purposes with limited competency.

**CONTENT ALD Level 3:** Students should be able to employ effective listening skills for a range of purposes with competency.

**CONTENT ALD Level 4:** Students should be able to employ effective listening skills for a range of purposes with superior competency.

### Listening

**RANGE ALD for Target 4.**

**LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually.

Level 1 students should be able to provide minimal evidence that they can identify the speakers’ details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use the speakers’ details, claims, argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use the speakers’ details, claims argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use the speakers’ details, claims argument, and reasoning, and identify if irrelevant evidence is introduced when delivered orally or through audiovisual materials.

**THRESHOLD ALD for Listening Target 4**

The student who just enters Level 2 should be able to:
- 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:
- Accurately engage and interact with media and source materials and account for elements that contribute to points of view.

The student who just enters Level 4 should be able to:
- Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
<table>
<thead>
<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
<th>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</td>
<td>CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.</td>
<td>CONTENT ALD Level 2: Students should be able to use research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.</td>
<td>CONTENT ALD 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.</td>
<td>CONTENT ALD 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.</td>
</tr>
<tr>
<td>Research</td>
<td>RANGE ALD for 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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.</td>
<td>RANGE ALD for 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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.</td>
<td>RANGE ALD for 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 provide adequate evidence that they can 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 provide thorough evidence that they can 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.</td>
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### Grade 8

<table>
<thead>
<tr>
<th>RANGE ALD for Target 4, USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</th>
<th>Level 1 students should be able to provide minimal evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</th>
<th>Level 2 students should be able to provide partial evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</th>
<th>Level 3 students should be able to provide adequate evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</th>
<th>Level 4 students should be able to provide thorough evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.</th>
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</thead>
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<tr>
<td><strong>THRESHOLD ALD for Research Targets 1-4</strong></td>
<td>The student who just enters Level 2 should be able to:  - Demonstrate 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.  - Develop an argument with a claim and minimal support.</td>
<td>The student who just enters Level 3 should be able to:  - Use research/inquiry methods to explore a topic.  - Select from and adequately analyze sources from a variety of perspectives and present findings.  - Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.  - Search for relevant authoritative information and evaluate the uses and limitations of source material.  - Generate a specific debatable claim or main idea and cite some relevant evidence.</td>
<td>The student who just enters Level 4 should be able to:  - 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 an 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.</td>
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</tbody>
</table>
**Overall Claim:** Students can demonstrate college and career readiness in English language arts and literacy.

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<tr>
<th>Level</th>
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<tbody>
<tr>
<td><strong>Level 1</strong> students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.</td>
</tr>
<tr>
<td><strong>Level 2</strong> students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.</td>
</tr>
<tr>
<td><strong>Level 3</strong> students should be able to determine or precise meanings of words including academic words, domain-specific words, and connotation/denotation using multiple word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.</td>
</tr>
<tr>
<td><strong>Level 4</strong> students should be able to determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using multiple word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.</td>
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</tbody>
</table>

**POLICY ALD:** The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**POLICY ALD:** The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**CLAIM 1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

| CONTENT ALD Level 1: Students should be able to read and comprehend a limited range of literary and informational text at the lower range of complexity and to use minimal textual evidence to demonstrate thinking. |
| CONTENT ALD 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. |
| CONTENT ALD 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. |
| CONTENT ALD 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. |

**RANGE ALD for 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 textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity. |
| Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity. |
| Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made, or conclusions drawn, about texts of moderate-to high-complexity. |
| Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made, or conclusions drawn, about texts of unusually high complexity. |

**RANGE ALD for Target 2:** CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.

| Level 1 students should be able to use explicit details to minimally summarize central ideas or key events. |
| Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details. |
| 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 sufficient support and relevant details. |
| Level 4 students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the text, using supporting ideas and relevant, well-chosen details. |

**RANGE ALD for 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.

| Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines. |
| Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple word analysis strategies or resources effectively, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines. |
| Level 3 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines. |
| Level 4 students should be able to determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using multiple word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines. |
### Range Ald for Target 4: Reasoning & Evaluation

<table>
<thead>
<tr>
<th>Level 1 students</th>
<th>Level 2 students</th>
<th>Level 3 students</th>
<th>Level 4 students</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate minimal evidence that they can apply reasoning and a limited range of textual evidence to justify simple inferences or judgments made with regard to themes, characters, and point of view or discourse style on plot/subplot development.</td>
<td>Demonstrate partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development.</td>
<td>Demonstrate evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of moderate-to-high complexity.</td>
<td>Demonstrate evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of unusually high complexity.</td>
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</table>

### Range Ald for Target 5: Analysis Within or Across Texts

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<thead>
<tr>
<th>Level 1 students</th>
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<th>Level 3 students</th>
<th>Level 4 students</th>
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<tbody>
<tr>
<td>Demonstrate minimal evidence of analysis of interrelationships among literary elements within a text of low complexity or how a pair of texts of low complexity address a topic or theme.</td>
<td>Demonstrate partial evidence of analysis of interrelationships among literary elements within a text of moderate complexity or multiple texts of moderate complexity with similar themes, topics, or source materials.</td>
<td>Demonstrate evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts of moderate-to-high complexity or how different texts address topics, themes, or use source materials.</td>
<td>Demonstrate evidence that they can analyze texts of unusually high complexity and how different texts address themes, topics, or use source materials.</td>
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### Range Ald for Target 6: Text Structures/Features

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<tr>
<th>Level 1 students</th>
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<th>Level 3 students</th>
<th>Level 4 students</th>
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<tbody>
<tr>
<td>Demonstrate minimal evidence that they can identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.</td>
<td>Demonstrate partial evidence that they can 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.</td>
<td>Demonstrate evidence of a thorough and insightful analysis of interrelationships among literary elements within texts of unusually high complexity.</td>
<td>Demonstrate thorough evidence that they can 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.</td>
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### Range Ald for Target 7: Language Use

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<tr>
<th>Level 1 students</th>
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<th>Level 4 students</th>
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<tr>
<td>Determine or analyze the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to words in context).</td>
<td>Determine and analyze 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 in texts of moderate complexity and with some support (e.g., limiting context).</td>
<td>Determine and 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 in texts of moderate-to-high complexity.</td>
<td>Determine, analyze, and critique the use of 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 in texts of unusually high complexity.</td>
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### Grade 11

**Threshold ALD for Reading Targets 1–7**

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Capabilities</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Identify key textual evidence to attempt to support simple inferences or conclusions.</td>
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<tr>
<td></td>
<td>Provide a simple summary of key events and/or details of a text.</td>
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<tr>
<td></td>
<td>Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.</td>
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<tr>
<td></td>
<td>Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</td>
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<tr>
<td></td>
<td>Analyze some interrelationships of literary elements in texts of low to moderate complexity.</td>
</tr>
<tr>
<td></td>
<td>Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</td>
</tr>
<tr>
<td></td>
<td>Identify elements that contribute to points of view and how they impact meaning.</td>
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<tr>
<td></td>
<td>Identify and determine meaning and impact of figurative language.</td>
</tr>
</tbody>
</table>

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

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
- Adequately 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).

**Range ALD for Target 8, Key Details:** Cite explicit text evidence to support inferences made or conclusions drawn about texts.

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.</td>
</tr>
<tr>
<td>2</td>
<td>Identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.</td>
</tr>
<tr>
<td>3</td>
<td>Identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity.</td>
</tr>
<tr>
<td>4</td>
<td>Identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of high complexity.</td>
</tr>
</tbody>
</table>

**Reading: Informational Text**

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe the main idea of a text.</td>
</tr>
<tr>
<td></td>
<td>Provide a simple summary of the content of a text.</td>
</tr>
<tr>
<td>2</td>
<td>Identify and explain the main idea of a text.</td>
</tr>
<tr>
<td></td>
<td>Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.</td>
</tr>
<tr>
<td></td>
<td>Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</td>
</tr>
<tr>
<td></td>
<td>Analyze some interrelationships of literary elements in texts of low to moderate complexity.</td>
</tr>
<tr>
<td></td>
<td>Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</td>
</tr>
<tr>
<td></td>
<td>Identify elements that contribute to points of view and how they impact meaning.</td>
</tr>
<tr>
<td></td>
<td>Identify and determine meaning and impact of figurative language.</td>
</tr>
</tbody>
</table>

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

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
- Adequately 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).

Level 4 students should be able to:

- Identify and analyze textual evidence in texts of moderate to high complexity.
- Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.
- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.
- 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 texts of high complexity.
- Analyze the figurative and connotative meanings of words and phrases in complex texts.
<table>
<thead>
<tr>
<th>RANGE ALD for Target 9. CENTRAL IDEAS:</th>
<th>Level 1 students should be able to use explicit details to minimally summarize central ideas, topics, key events, or procedures.</th>
<th>Level 2 students should be able to partially summarize central ideas, topics, key events, or procedures from a text using limited supporting ideas or relevant details.</th>
<th>Level 3 students should be able to accurately summarize central ideas, topics, key events, or procedures from a text using adequate supporting ideas and relevant details.</th>
<th>Level 4 students should be able to thoroughly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANGE ALD for Target 10 WORD MEANINGS:</td>
<td>Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.</td>
<td>Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.</td>
<td>Level 3 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation, using context and multiple word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.</td>
<td>Level 4 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation, using multiple word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.</td>
</tr>
<tr>
<td>RANGE ALD for Target 11. REASONING &amp; EVALUATION:</td>
<td>Level 1 students should be able to demonstrate minimal evidence that they can use limited reasoning and a limited range of textual evidence 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; and development or connections among concepts/ideas).</td>
<td>Level 2 students should be able to demonstrate partial evidence that they can apply reasoning and an adequate range of textual evidence 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; and development or connections among concepts/ideas).</td>
<td>Level 3 students should be able to demonstrate evidence that they can apply reasoning and an adequate range of textual evidence 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; and development or connections among concepts/ideas), especially with texts of moderate-to-high complexity.</td>
<td>Level 4 students should be able to demonstrate evidence that they can apply insightful reasoning and a thorough range of textual evidence 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; and development or connections among complex concepts/ideas), especially with texts of unusually high complexity.</td>
</tr>
<tr>
<td>RANGE ALD for Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</td>
<td>Level 1 students should be able to demonstrate minimal evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features in texts of low complexity.</td>
<td>Level 2 students should be able to demonstrate partial evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features in texts of moderate complexity.</td>
<td>Level 3 students should be able to demonstrate evidence of an adequate analysis how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of moderate-to-high complexity.</td>
<td>Level 4 students should be able to demonstrate evidence of a thorough analysis of how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of unusually high complexity.</td>
</tr>
</tbody>
</table>
### RANGE ALD for 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.

- **Level 1 students** should be able to demonstrate minimal evidence that they can identify aspects of text structures or formats or genre features (e.g., graphic/visual information) and minimally identify and/or explain relationships between text structures or text features and meaning in texts of low complexity.
- **Level 2 students** should be able to demonstrate partial evidence that they can identify some aspects of text structures or formats or genre features (e.g., graphic/visual information) and indicate some relationships between text structures or text features on meaning or presentation in texts of moderate complexity.
- **Level 3 students** should be able to demonstrate adequate evidence that they can relate text structures or formats and/or genre features (e.g., graphic/visual information) and integrate information or analyze the impact on meaning or presentation in texts of moderate-to-high complexity.
- **Level 4 students** should be able to demonstrate thorough evidence that they can evaluate the effectiveness of text structures or formats and/or genre features and analyze their impact on meaning or presentation, including integration of visual information with information presented in words in texts of unusually high complexity.

### RANGE ALD for 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.

- **Level 1 students** should be able to provide evidence of a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify word choices used in context and a minimal connection of these word choices on meaning in texts of low complexity.
- **Level 2 students** should be able to provide a partial 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 in texts of moderate complexity.
- **Level 3 students** should be able to provide an adequate analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and explain the impact of these word choices on meaning and tone in texts of moderate-to-high complexity.
- **Level 4 students** should be able to provide a thorough analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and thoroughly explain the impact of these word choices on meaning and tone in texts of unusually high complexity.

### THRESHOLD ALD for Reading Targets 8–14

The student who just enters Level 2 should be able to:
- 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.
- Analyze the connection of ideas within and between texts of low to moderate complexity.
- Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
- Demonstrate emerging knowledge of obvious genre interpretations and ideas.
- Have limited engagements and interaction with source materials in common.
- Partially account for elements that contribute

The student who just enters Level 3 should be able to:
- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information.
- Adequately support a basic analysis of a moderately complex text to show how some connections are made in

The student who just enters Level 4 should be able to:
- 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 intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply sufficient reasoning and a full range of textual evidence to justify inferences and judgments made about texts.
- 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
<table>
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<tr>
<th>to points of view.</th>
<th>development of ideas or events or development of topics, themes, or rhetorical features.</th>
<th>textual evidence to justify analyses of author’s presentation of information in texts of high complexity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and begin to determine meaning and impact of figurative language.</td>
<td>Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.</td>
<td>Analyze texts of high complexity to show how connections are made in development of complex ideas or events.</td>
</tr>
<tr>
<td></td>
<td>Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.</td>
<td>Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.</td>
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<td></td>
<td></td>
<td>Analyze figurative and connotative meanings of words and phrases in complex texts.</td>
</tr>
<tr>
<td>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</td>
<td>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
<td>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</td>
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<tr>
<td>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</td>
<td>CONTENT ALD Level 1: Students should be able to produce simplistic and poorly supported writing without consideration of purpose and audience.</td>
<td>CONTENT ALD Level 2: Students should be able to produce surface-level and underdeveloped writing for a limited range of purposes and audiences.</td>
</tr>
<tr>
<td>RANGE ALD for 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).</td>
<td>Level 1 students should be able to provide minimal evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies, resulting in narrative writing or revisions that show minimal coherence and use of details when writing brief narrative texts.</td>
<td>Level 2 students should be able to provide partial evidence that they can 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.</td>
</tr>
<tr>
<td>RANGE ALD for 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</td>
<td>Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief informational/explanatory text, resulting in writing that may have weak coherence, minimal use of supporting evidence and/or elaboration, and/or a weak conclusion.</td>
<td>Level 2 students should be able to provide partial evidence that they can apply strategies when writing or revising a brief informational/explanatory text, resulting in writing with a partially developed topic and elaboration and/or some attention to purpose and audience.</td>
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</table>
### Grade 11

<table>
<thead>
<tr>
<th>Relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.</th>
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</thead>
<tbody>
<tr>
<td><strong>RANGE ALD for Target 4.</strong> <strong>COMPOSE FULL TEXTS:</strong> 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.</td>
</tr>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can write 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 brief conclusion.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can write 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.</td>
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<thead>
<tr>
<th><strong>RANGE ALD for Target 5.</strong> <strong>USE TEXT FEATURES:</strong> Employ text features and visual components appropriate to purpose.</th>
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<tbody>
<tr>
<td>Level 1 students should be able to minimally use text features and/or visual components with minimal attention to purpose.</td>
</tr>
<tr>
<td>Level 2 students should be able to partially use some text features and/or visual components with limited attention to purpose.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Level 4 students should be able to strategically use effective text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.</td>
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<tr>
<th><strong>RANGE ALD for Target 6.</strong> <strong>WRITE/REVISE BRIEF TEXTS:</strong> 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,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief argumentative texts, resulting in texts that may have weak coherence, weakly articulated claims, minimal use of supporting evidence, and/or weak attention to audience and purpose.</td>
</tr>
<tr>
<td>Level 2 students should be able to provide partial evidence that they can apply some strategies when writing or revising brief argumentative texts, supporting a claim with limited evidence and limited attention to counterclaims, using limited transitional strategies for coherence, and language that attempts to establish an objective focus/tone.</td>
</tr>
<tr>
<td>Level 3 students should be able to provide adequate evidence that they can 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.</td>
</tr>
<tr>
<td>Level 4 students should be able to provide thorough evidence that they can 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.</td>
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</tbody>
</table>
### RANGE ALD for Target 7.

**COMPOSE FULL TEXTS:**
Write full 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).

- **Level 1** students should be able to provide minimal evidence that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.
- **Level 2** students should be able to provide partial evidence that they can write argumentative texts that support the claim(s) with evidence or acknowledge counterclaims and that have some gaps in organization and in attention to audience and purpose.
- **Level 3** students should be able to provide adequate evidence that they can write fully developed argumentative texts to develop a 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.
- **Level 4** students should be able to provide thorough evidence that they can write effectively developed argumentative texts to develop a precise, 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.

### RANGE ALD for 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 purpose and audience when revising or composing texts.
- **Level 2** students should be able to use some varied syntax, vocabulary, and style when revising and composing texts 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 provide minimal evidence that they can 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 provide partial evidence that they can 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 3** students should be able to provide adequate evidence that they can apply and edit with consistent understanding 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 provide thorough evidence that they can apply and edit with advanced understanding the conventions of grade-appropriate, standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
### RANGE ALD for 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 (e.g., explicit directions), use some tools of technology to gather information, make revisions, or produce texts. |
| Level 2 students should be able to, with some support (e.g., whole broken into parts), use tools of technology to gather information, make revisions, or produce texts. |
| Level 3 students should be able to adequately use tools of technology to gather information, make revisions, or produce texts. |
| Level 4 students should be able to evaluate and select tools of technology based on appropriateness to gather information, make revisions, or produce texts. |

### THRESHOLD ALD for Writing Targets 1 and 3-10

| The student who just enters Level 2 should be able to: |
| • Apply some narrative strategies, textual structures, and transitional strategies for coherence. |
| • Use minimal relevant details when writing or revising brief narrative texts. |
| • Use minimal 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 word choice and/or syntax. |
| • Demonstrate some understanding of the conventions of grade-appropriate standard English grammar usage and mechanics to clarify a message. |
| • Apply some revisions to narrative, informational, and argument texts. |
| • Use basic technology, with support, for gathering information, making revisions, or producing texts. |

| The student who just enters Level 3 should be able to: |
| • Apply some 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 some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, 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/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. |
| • Use text features (e.g., formatting, graphics, and multimedia) with some attention 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/tone. |
| • 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/tone. |
| • Demonstrate attempts to use varied |

| The student who just enters Level 4 should be able to: |
| • 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 and revising skills. |
| 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.  
• Follow directions when using tools of technology to gather information, make revisions, or produce texts. |
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<tr>
<th>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</th>
<th>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
<th>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</th>
</tr>
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<tbody>
<tr>
<td>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</td>
<td>CONTENT ALD Level 1: Students should be able to demonstrate minimal competency in employing listening skills.</td>
<td>CONTENT ALD Level 2: Students should be able to employ listening skills for a range of purposes with limited competency.</td>
<td>CONTENT ALD Level 3: Students should be able to employ effective listening skills for a range of purposes with competency.</td>
<td>CONTENT ALD Level 4: Students should be able to employ effective listening skills for a range of purposes with superior competency.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>RANGE ALD for Target 4, LISTEN/INTERPRET:</strong> Analyze, interpret, and use information delivered orally or through audiovisual materials.</td>
<td>SL-2 Level 1 students should be able to provide minimal evidence that they can identify the sources a speaker uses to support a point of view.</td>
<td>SL-2 Level 2 students should be able to provide partial evidence that they can evaluate sources presented in diverse media (e.g., visually, quantitatively, orally) for credibility and reliability.</td>
<td>SL-2 Level 2 students should be able to provide adequate evidence that they can accurately synthesize content from a diversity of source materials and media, discriminating for relevance and soundness among a range of presentations of information.</td>
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<td>SL-3 Level 1 students should be able to provide minimal evidence that they can identify or articulate a speaker’s point of view.</td>
<td>SL-3 Level 2 students should be able to provide partial evidence that they can evaluate a speaker’s or source’s point of view, reasoning, and use of evidence.</td>
<td>SL-3 Level 3 students should be able to provide adequate evidence that they can 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.</td>
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<td><strong>THR parachute for</strong></td>
<td>The student who just enters Level 2 should be able to:</td>
<td>The student who just enters Level 3 should be able to:</td>
<td>The student who just enters Level 4 should be able to:</td>
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<td>• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</td>
<td>• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information.</td>
<td>• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.</td>
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Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.

**POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.**

**POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.**

**POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.**

**POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.**

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**CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.**

**CONTENT ALD Level 1: Students should be able to rely on limited research/inquiry methods to produce a perfunctory or unpersuasive explanation of a topic.**

**CONTENT ALD Level 2: Students should be able to rely on research/inquiry methods to produce an over-generalized or inconsistent explanation of a topic.**

**CONTENT ALD 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.**

**CONTENT ALD Level 4: Students should be able to use research/inquiry methods as a way to engage with a topic and analyze, integrate, and present findings in a persuasive and sustained exploration of a topic.**

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**RANGE ALD for 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 provide minimal evidence that they can use the results of an Internet search when exploring a topic, issue, or problem and conducting an examination of the research results.

Level 2 students should be able to provide partial evidence that they can use research/inquiry methods when exploring a topic, issue, or problem, demonstrating limited ability to select sources and examine relationships among concepts or perspectives in research results.

Level 3 students should be able to provide adequate evidence that they can use research/inquiry methods 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 provide thorough evidence that they can use research/inquiry methods 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 in a sustained exploration of a topic.

**RANGE ALD for 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 provide minimal evidence that they can gather sources and examine their appropriateness for supporting a presentation on a topic.

Level 2 students should be able to provide partial evidence that they can gather sources to use to support a presentation on a topic and examine the sources to determine how the information may be integrated.

Level 3 students should be able to provide adequate evidence that they can gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic.

Level 4 students should be able provide thorough evidence that they can synthesize multiple sources and formats of relevant, authoritative information and discriminate among them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.

**RANGE ALD for Target 3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources.**

Level 1 students should be able to use a minimal number of sources that are easily available and evaluate them superficially when conducting research.

Level 2 students should be able to locate some relevant sources of information and partially evaluate them for relevancy, accuracy, and completeness.

Level 3 students should be able to search for relevant, authoritative information and adequately evaluate the uses and limitations of source material and its influence on the authority of their own writing.

Level 4 students should be able to conduct a thorough and purposeful search for relevant information from diverse, authoritative sources, systematically evaluate their uses and limitations, and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own writing.
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<th>RANGE ALD for Target 4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures.</th>
<th>Level 1 students should be able to provide minimal evidence that they can generate and support factual or opinion-based statements, claims, or ideas.</th>
<th>Level 2 students should be able to provide partial evidence that they can generate a claim and then support it with adequate evidence.</th>
<th>Level 3 students should be able to provide adequate evidence that they can generate a specific, debatable claim or main idea and cite relevant evidence to support arguments or conjectures.</th>
<th>Level 4 students should be able to provide thorough evidence that they can generate an authoritative and insightful claim and cite substantial, compelling, and relevant supporting evidence to support arguments or conjectures.</th>
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<td>THRESHOLD ALD for Research Targets 1–4</td>
<td>The student who just enters Level 2 should be able to: • Demonstrate 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. • Develop an argument with a claim and minimal support.</td>
<td>The student who just enters Level 3 should be able to: • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.</td>
<td>The student who just enters Level 4 should be able to: • 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 an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.</td>
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