

North Carolina End-of-Grade Tests of English Language Arts (ELA)/Reading Grades 3-8

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance. Effective with the 2013-14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

*Detailed achievement level descriptors are available on the following pages.

ELA/Reading Grades 3-8 Achievement Level Ranges (Cut Scores)

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
English	3	≤431	432-438	439-441	442-451	≥452
Language	4	≤438	439-444	445-447	448-459	≥460
Arts/Reading	5	≤442	443-449	450-452	453-463	≥464
(Starting with	6	≤441	442-450	451-453	454-464	≥465
2013-14 school	7	≤444	445-453	454-456	457-468	≥469
year)	8	≤448	449-457	458-461	462-472	≥473

ELA/Reading Achievement Level Descriptors—Grade 3

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate limited command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate partial command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They inconsistently demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 3, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate solid command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate superior command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 4

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students will need academic support to engage successfully in this content area.

Students have limited command of informational text by inconsistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate limited command of language when determining the meaning of unknown and multiple meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in content at this level.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text by inconsistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate partial command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They inconsistently demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in content at this level.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* assessed at grade 4, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students are academically prepared to engage successfully in this content area.

Students have solid command of informational text by consistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate solid command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They consistently demonstrate the use of grade-appropriate vocabulary and are academically prepared to engage successfully in content at this level.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills of the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text by consistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate superior command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in content at this level.

ELA/Reading Achievement Level Descriptors—Grade 5

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by quoting accurately from the text to support their answers; summarizing the text; determining the theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of

words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator’s or speaker’s point of view influences how events are described. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or “how to” texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate limited command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in content at this level.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator’s or speaker’s point of view influences how events are described. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or “how to” texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate partial command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They nconsistently

demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in content at this level.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 5, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator’s or speaker’s point of view influences how events are described. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or “how to” texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate solid command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They consistently demonstrate the use of grade-appropriate vocabulary and are academically prepared to engage successfully in content at this level.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills of the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a

narrator’s or speaker’s point of view influences how events are described. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or “how to” texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate superior command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in content at this level.

ELA/Reading Achievement Level Descriptors—Grade 6

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot’s progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall structure and ideas. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text’s overall structure and ideas; determining the author’s point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot’s progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall structure and ideas. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text’s overall structure and ideas; determining the author’s point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* assessed at grade 6, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing inconsistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 7

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* assessed at grade 7, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when

making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 8

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author’s point of view/purpose and analyzing the author’s response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues; demonstrating the understanding of figures of speech. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* assessed at grade 8, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as

well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS) Reading Standards for Literature* as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and

analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.