



---

Our Students. Their Moment.

## New York State Regents Examination in English Language Arts (Common Core)

### Performance Level Descriptions

August 2014



## English Language Arts & Literacy Performance Level Descriptions

### ***Policy-Level Performance Level Definitions***

For each subject area, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of Common Core Learning Standards for English Language Arts and Literacy. There are students who exceed the expectations of the standards, students meet the expectations, students who partially meet the expectations, and students who do not demonstrate sufficient knowledge or skills required for any performance level. New York State assessments are designed to classify students into one of four proficiency categories; these proficiency categories are defined as:

#### ***NYS Level 5***

Students performing at this level exceed Common Core expectations.

#### ***NYS Level 4***

Students performing at this level meet Common Core expectations.

#### ***NYS Level 3***

Students performing at this level partially meet Common Core expectations (required for current Regents Diploma purposes).

#### ***NYS Level 2 (Safety Net)***

Students performing at this level partially meet Common Core expectations (required for Local Diploma purposes).

#### ***NYS Level 1***

Students performing at this level do not demonstrate the knowledge and skills required for NYS Level 2.

### ***Performance Level Descriptions***

***Performance Level Descriptions*** (PLDs) describe the range of knowledge and skills students should demonstrate at a given performance level.

### ***How were the PLDs developed?***

The New York State Education Department (NYSED) convened the state's English Language Arts (ELA) and Math Content Advisory Panels (CAPs) to develop the initial draft PLDs for Algebra I and English Language Arts and Literacy. The CAPs are classroom teachers from elementary, middle and high school, school and district administrators, English Language Learner (ELL) and students with disabilities (SWD) specialists, and higher education faculty members from across the state.

The draft PLDs from the CAPs then went through additional rounds of review and edit from a number of NYS-certified educators, content specialists, and assessment experts under NYSED supervision. In developing PLDs, participants considered policy-level definitions of the performance levels (see above) and the expectations for each grade level in the Common Core Learning Standards.



***How are the PLDs used in Assessment?***

PLDs are essential in setting standards for the New York State Regents Examinations. Standard setting panelists use PLDs to determine the threshold expectations for students to demonstrate the knowledge and skills necessary to attain just barely a Level 2, Level 3, Level 4, or Level 5 on the assessment. These discussions then influence the panelists in establishing the cut scores on the assessment. PLDs are also used to inform item development, as each test needs questions that distinguish performance all along the continuum.

***How can the PLDs be used in Instruction?***

PLDs help communicate to students, families, educators and the public the specific knowledge and skills expected of students to demonstrate proficiency and can serve a number of purposes in classroom instruction. They are the foundation of rich discussion around what students need to do to perform at higher levels and to explain the progression of learning within a subject area. We encourage the use of the PLDs for a variety of purposes, such as differentiating instruction to maximize individual student outcomes, creating classroom assessments and rubrics to help in identifying target performance levels for individual or groups of students, and tracking student growth along the proficiency continuum as described by the PLDs.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCR R1)</p>	<p>Demonstrate an in-depth understanding by judiciously and accurately citing textual evidence that most effectively supports an analysis of what a literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Demonstrate an in-depth understanding by judiciously and accurately citing textual evidence to support a critical analysis of what an informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; develop in-depth factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>Demonstrate a thorough understanding by citing textual evidence that most effectively supports an analysis of what a literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Demonstrate a thorough understanding by citing textual evidence that most effectively supports an analysis of what an informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; thoroughly develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>Demonstrate an understanding by citing textual evidence that somewhat supports an analysis of what a literary text says explicitly and may draw inferences from the text to establish meaning.</p> <p>Demonstrate an understanding by citing textual evidence that somewhat supports an analysis of what an informational text says explicitly and may draw inferences from the text to establish meaning; develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>Demonstrate a limited understanding by citing with inconsistent accuracy some textual evidence that provides limited support in attempting to analyze what a literary text says explicitly and may draw inferences from the text.</p> <p>Demonstrate a limited understanding by citing with inconsistent accuracy some textual evidence that provides limited support in attempting to analyze what an informational text says explicitly and may draw inferences from the text; develop factual, interpretive, or evaluative questions for further exploration of the topic(s).</p>	<p>Demonstrate an insufficient understanding by citing inaccurate or no textual evidence as support in attempting to analyze what a literary text says explicitly.</p> <p>Demonstrate an insufficient understanding by citing inaccurate or no textual evidence as support in attempting to analyze what an informational text says explicitly and may draw inadequate or inaccurate inferences from the text; may develop incomplete factual, interpretive, or evaluative questions for further exploration of the topic(s).</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2)	<p>Demonstrate an in-depth and nuanced understanding of a literary text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account; provide a nuanced, detailed, and accurate summary of the text.</p> <p>Demonstrate an in-depth and nuanced understanding of an informational text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide a nuanced, detailed, and accurate summary of the text.</p>	<p>Demonstrate a thorough understanding of a literary text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account; provide a detailed and accurate summary of the text.</p> <p>Demonstrate a thorough understanding of an informational text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide a detailed and accurate summary of the text.</p>	<p>Demonstrate an understanding of a literary text by determining a theme or central idea and analyzing its development over the course of the text; provide an accurate summary of the text.</p> <p>Demonstrate an understanding of an informational text by determining a theme or central idea and analyzing its development over the course of the text; provide an accurate summary of the text.</p>	<p>Demonstrate a limited understanding of a literary text by determining a theme or central idea; provide an incomplete summary of the text.</p> <p>Demonstrate a limited understanding of an informational text by determining a theme or central idea; provide an incomplete summary of the text.</p>	<p>Demonstrate an insufficient understanding of a literary text by inaccurately determining a theme or central idea; provide an inaccurate summary of the text.</p> <p>Demonstrate an insufficient understanding of an informational text by inaccurately determining a theme or central idea; provide an inaccurate summary of the text.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (CCR R3)	<p>Provide a detailed and nuanced analysis of the impact of the author's choices regarding how and why elements are developed and related within a literary text, demonstrating a clear understanding of the relationship between form and content.</p> <p>Provide a detailed and nuanced analysis of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of an informational text, demonstrating a clear understanding of the subtleties inherent in these interactions.</p>	<p>Provide a thorough analysis of the impact of the author's choices regarding how and why elements are developed and related within a literary text.</p> <p>Provide a thorough analysis of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of an informational text.</p>	<p>Provide an analysis of the author's choices regarding how or why elements are developed and related within a literary text.</p> <p>Provide a limited analysis of a complex set of ideas or sequence of events and explain how some individuals, ideas, or events interact and develop over the course of an informational text.</p>	<p>Provide a limited analysis of the author's choices regarding how or why elements are developed within a literary text.</p> <p>Provide a limited analysis of a simple set of ideas or sequence of events and a superficial explanation of how some individuals, ideas, or events interact and develop over the course of an informational text.</p>	<p>Provide an insufficient or inaccurate analysis of the author's choices regarding how or why elements are developed within a literary text.</p> <p>Provide an insufficient or inaccurate analysis of a set of ideas or sequence of events and an incomplete or inaccurate explanation of how individuals, ideas, or events interact and develop over the course of an informational text.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCR R4)	<p>Determine with precision and detail the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; provide a detailed and nuanced analysis of the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Determine with precision and detail the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; provide an accurate analysis of how an author uses and refines the meaning of a key term or key terms over the course of a text.</p>	<p>Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; provide an accurate analysis of the specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; provide an accurate analysis of how an author uses and refines the meaning of a key term or key terms over the course of a text.</p>	<p>Determine the meaning of some words and phrases as they are used in a literary text, sometimes including figurative and connotative meanings; provide a reasonable analysis of the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p>Inconsistently determine the meaning of words and phrases as they are used in a literary text; provide a limited analysis of the impact of specific word choices on meaning and tone.</p>	<p>Inaccurately determine the meaning of most words and phrases as they are used in a literary text; provide an inadequate and/or inaccurate analysis of the impact of specific word choices on meaning and tone.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCR R5)	Demonstrate an in-depth understanding of literary structure by providing a detailed and nuanced analysis of how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  Demonstrate an in-depth understanding of expository and argumentative structure by providing a detailed and nuanced analysis of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate a thorough understanding of literary structure by analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  Demonstrate a thorough understanding of expository and argumentative structure by analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate an understanding of literary structure by superficially analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.  Demonstrate an understanding of expository and argumentative structure by superficially analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate a limited understanding of literary structure by unevenly analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.  Demonstrate a limited understanding of expository and argumentative structure by unevenly analyzing or evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear and convincing.	Demonstrate an insufficient understanding of literary structure by inadequately and/or inaccurately analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.  Demonstrate an insufficient understanding of expository and argumentative text structure by inadequately and/or inaccurately analyzing or evaluating the effectiveness of the structure an author uses in his or her exposition or argument.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Assess how point of view or purpose shapes the content and style of a text.  (CCR R6)	<p>Demonstrate an in-depth understanding of point of view in a literary text by providing a detailed and nuanced analysis of point of view, distinguishing what is directly stated from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Demonstrate an in-depth understanding of point of view in an informational or argumentative text by precisely determining an author's point of view or purpose in a text in which rhetoric is particularly effective, providing a detailed and nuanced analysis of how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Demonstrate a thorough understanding of point of view in a literary text by analyzing point of view, distinguishing what is directly stated from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Demonstrate a thorough understanding of point of view in an informational or argumentative text by determining an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Demonstrate an understanding of point of view in a literary text by inconsistently distinguishing what is directly stated from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Demonstrate a limited understanding of point of view in a literary text by identifying the point of view.</p>	<p>Demonstrate an insufficient understanding of point of view in a literary text by inaccurately identifying the point of view.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (CCR R7)	[Not applicable to literary texts]  Demonstrate an in-depth understanding of media and formats for informational text by providing a detailed and nuanced integration and evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	[[Not applicable to literary texts]  Demonstrate a thorough understanding of media and formats for informational text by effectively integrating and evaluating multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	[Not applicable to literary texts]  Demonstrate an understanding of media and formats for informational text by integrating and evaluating multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	[Not applicable to literary texts]  Demonstrate a limited understanding of media and formats for informational text by partially integrating sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	[Not applicable to literary texts]  Demonstrate an insufficient understanding of media and formats for informational text by inaccurately and/or inadequately integrating sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
<b>Note:</b> The PLDs for R7 are only valid if the task requires the student to incorporate diverse formats.					
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCR R8)	[Not applicable to literary texts]  Demonstrate a detailed and nuanced understanding of an informational text by precisely delineating and evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	[Not applicable to literary texts]  Demonstrate a thorough understanding of an informational text by delineating and evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	[Not applicable to literary texts]  Demonstrate an understanding of an informational text by delineating and unevenly evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	[Not applicable to literary texts]  Demonstrate a limited understanding of an informational text by describing the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	[Not applicable to literary texts]  Demonstrate an insufficient understanding of an informational text by inadequately or inaccurately describing the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  (CCR R9)	[Not applicable to literary texts]  Provide an in-depth and nuanced analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints for their themes, purposes, and rhetorical features.	[Not applicable to literary texts]  Thoroughly analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints for their themes, purposes, and rhetorical features.	[Not applicable to literary texts]  Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making specific observations on their themes and purposes.	[Not applicable to literary texts]  Provide a limited analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making general observations on their themes and purposes.	[[Not applicable to literary texts]  Insufficiently analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making inadequate or inaccurate observations on their themes and purposes.
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  (CCR W1)	Produce precise and compelling argumentative texts that fully support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in an engaging way.	Produce argumentative texts that thoroughly support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Produce argumentative texts that support claims in an analysis of substantive topics or texts, using valid reasoning and partially relevant and sufficient evidence.	Produce argumentative texts that minimally support claims in an analysis of substantive topics or texts, using general evidence that may be somewhat irrelevant.	Produce argumentative texts that insufficiently support claims in an analysis of substantive topics or text, using mostly irrelevant or inadequate evidence.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
(CCR W1 continued)	<p>Introduce precise, insightful, and knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that strategically and logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while aptly pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>Introduce precise and knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>Introduce general claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that somewhat logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims by supplying relevant evidence for each and acknowledge the audience.</p>	<p>Introduce general claim(s) and distinguish the claim(s) from alternate or opposing claims in a limited way and attempt an organizational pattern.</p> <p>Develop claim(s) and counterclaims by supplying general evidence for each.</p>	<p>Introduce unclear claim(s) and insufficiently distinguish the claim(s) from alternate or opposing claims.</p> <p>Develop claim(s) and counterclaims by supplying inadequate or irrelevant evidence for each.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
(CCR W1 continued)	<p>Use high-level and vivid words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while demonstrating mastery of norms and conventions of the discipline in which they are writing.</p> <p>Provide an insightful concluding statement or section that follows from and supports the argument presented.</p>	<p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Use words, phrases, and clauses that attempt to establish the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Establish a formal style and objective tone while partially attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p>	<p>Use general words, phrases, and clauses to state claim(s) and counterclaims.</p> <p>Minimally establish a formal style and objective tone, using some language that is inappropriate.</p> <p>Provide a general concluding statement or section.</p>	<p>Use insufficient or incoherent words, phrases, and clauses to state claim(s) or counterclaims.</p> <p>Establish a style that is incoherent or mostly inappropriate.</p> <p>Provide an inadequate or incoherent concluding statement or section.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR W2)</p>	<p>Produce precise and insightful informative/explanatory texts that fully examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element strategically builds on that which precedes it to create a unified whole.</p> <p>Strategically develop the topic fully and in depth by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Produce informative/explanatory texts that thoroughly examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Produce informative/explanatory texts that examine complex ideas, concepts, and information somewhat clearly and accurately through the selection, organization, and analysis of content.</p> <p>Introduce a topic; organize ideas, concepts, and information to create a unified whole.</p> <p>Develop the topic by selecting relevant facts, extended definitions, concrete details, quotations, or other information.</p>	<p>Produce informative/explanatory texts that superficially examine ideas, concepts, and information.</p> <p>Introduce a topic with inconsistent organization of ideas.</p> <p>Develop the topic minimally by selecting some relevant facts, definitions, details, quotations, or other information.</p>	<p>Produce informative/explanatory texts that inadequately or incoherently examine ideas, concepts, and information.</p> <p>Introduce a topic with incoherent organization of ideas.</p> <p>Develop the topic insufficiently by selecting irrelevant facts, definitions, details, quotations, or other information.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
(CCR W2 continued)	<p>Use strategic, sophisticated, and varied transitions and syntax to link the major sections of the text to create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>Use precise and sophisticated language as well as domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while demonstrating mastery of norms and conventions of the discipline in which they are writing.</p>	<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Use appropriate transitions and syntax to link sections of the text, create cohesion, and identify the relationships among ideas and concepts.</p> <p>Use language that inconsistently includes domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish a formal style and objective tone while partially attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Use some weak or inappropriate transitions to link sections of the text.</p> <p>Use language that includes minimal domain-specific vocabulary to manage the topic.</p> <p>Minimally establish a formal style and objective tone, using some language that is inappropriate.</p>	<p>Use mostly inappropriate transitions, or none, to link sections of the text.</p> <p>Use language that includes inadequate or inappropriate domain-specific vocabulary to manage the topic.</p> <p>Establish a style that is incoherent or mostly inappropriate.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCR W4)	Produce clear, coherent, and sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce writing in which the development, organization, and style are inconsistently appropriate to task, purpose, and audience.	Produce unclear, incoherent writing in which the development, organization, and style are inappropriate to task, purpose, and audience.
Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCR W9)	Draw evidence from literary or informational texts to effectively support analysis, reflection, and research.  Demonstrate an in-depth understanding of the careful and purposeful use of evidence in writing by skillfully and purposefully drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Demonstrate a thorough understanding of the careful and purposeful use of evidence in writing by carefully drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Draw evidence from literary or informational texts to partially support analysis, reflection, and research.  Demonstrate a general or basic understanding of the use of evidence in writing by drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Draw evidence from literary or informational texts to minimally support analysis, reflection, and research.  Demonstrate a limited or minimal understanding of the use of evidence in writing by inconsistently drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Draw evidence from literary or informational texts to insufficiently support analysis, reflection, and research.  Demonstrate an insufficient understanding of the use of evidence in writing by inadequately or inaccurately drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCR L1)	Demonstrate a sophisticated, skillful command of the conventions of standard English grammar and usage to produce writing with essentially no errors.	Demonstrate a solid command of the conventions of standard English grammar and usage to produce writing with few errors.	Demonstrate a command of the conventions of standard English grammar and usage to produce writing with occasional errors that do not significantly hinder comprehension.	Demonstrate an emerging command of the conventions of standard English grammar and usage to produce writing with some errors that may hinder comprehension.	Demonstrate a lack of command of the conventions of standard English grammar and usage to produce writing with many errors that hinder comprehension.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCR L2)	Demonstrate a sophisticated, skillful command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with essentially no errors.	Demonstrate a solid command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with few errors.	Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with occasional errors that do not significantly hinder comprehension.	Demonstrate an emerging command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with some errors that may hinder comprehension.	Demonstrate a lack of command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with many errors that hinder comprehension.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCR L3)	Exhibit a sophisticated and precise use of language and its conventions when reading and writing.	Exhibit a consistent and effective use of language and its conventions when reading and writing.	Exhibit a competent and coherent use of language and its conventions when reading and writing.	Exhibit an inconsistent, limited, or imprecise use of language and its conventions when reading and writing.	Exhibit an insufficient or incoherent use of language and its conventions when reading and writing.

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (CCR L4)	Consistently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.	Mostly determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.	Unevenly determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.	Minimally determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.	Incorrectly define the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. (CCR L5)	<p>Demonstrate an in-depth understanding of figurative language, word relationships, and nuances in word meaning by:</p> <p>consistently interpreting figures of speech in context and thoughtfully analyzing their role in the text;</p> <p>and/or</p> <p>precisely analyzing nuances in the meaning of words with similar connotations.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by:</p> <p>mostly interpreting figures of speech in context and analyzing their role in the text;</p> <p>and/or</p> <p>analyzing nuances in the meaning of words with similar connotations.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by:</p> <p>unevenly interpreting figures of speech in context;</p> <p>and/or</p> <p>partially analyzing nuances in the meaning of words with similar connotations.</p>	<p>Demonstrate a limited understanding of figurative language, word relationships, and nuances in word meanings by:</p> <p>minimally interpreting figures of speech in context;</p> <p>and/or</p> <p>ineffectively analyzing nuances in the meaning of words with similar connotations.</p>	<p>Demonstrate insufficient understanding of figurative language, word relationships, and nuances in word meanings by:</p> <p>inadequately interpreting figures of speech in context;</p> <p>and</p> <p>inaccurately understanding nuances in the meaning of words.</p>

## English Language Arts & Literacy Performance Level Descriptions

<b>Anchor Standard</b>	<b>NYS Level 5</b>	<b>NYS Level 4</b>	<b>NYS Level 3</b>	<b>NYS Level 2</b>	<b>NYS Level 1</b>
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  (CCR L6)	Use general academic and domain-specific words and phrases in a precise and insightful way, demonstrating mastery of reading and writing at the college and career readiness level.	Use general academic and domain-specific words and phrases in an accurate way, sufficient for reading and writing at the college and career readiness level.	Use general academic and domain-specific words and phrases in a mostly accurate way, nearing sufficiency for reading and writing at the college and career readiness level.	Use general academic and domain-specific words and phrases with limited accuracy, approaching sufficiency for reading and writing at the college and career readiness level.	Use general academic and domain-specific words and phrases inaccurately or not at all, lacking sufficiency for reading and writing at the college and career readiness level.