LOUISIANA DEPARTMENT OF EDUCATION

Office of Assessments, Accountability, and Analytics

LEAP Connect Achievement Level Descriptors for English Language Arts Grades 3-8 and High School

Contents

Achievement Level Definitions

Achievement Level Definitions briefly describe the expectations for student performance at each of Louisiana's four achievement levels. The achievement levels are part of Louisiana's cohesive assessment system and indicate a student's ability to demonstrate proficiency on the Louisiana Connectors for Students with Significant Cognitive Disabilities.

- **Below Goal:** A student who performs at **below goal** level demonstrates a **minimal** understanding of key academic knowledge and skills in the Louisiana Connectors for Students with Significant Cognitive Disabilities when presented with **low complexity texts or tasks** and **will need substantial academic scaffolds and supports** as the student transitions to the next grade/course and progresses toward inclusive college, career, and community opportunities.

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- **Near Goal:** A student who performs at **near goal** level demonstrates a **partial** understanding of key academic knowledge and skills in the Louisiana Connectors for Students with Significant Cognitive Disabilities when presented with **low and moderate complexity texts or tasks** and **will need moderate academic scaffolds and supports** as the student transitions to the next grade/course and progresses toward inclusive college, career, and community opportunities.
- **At Goal:** A student who performs **at goal** level demonstrates a **satisfactory** understanding of key knowledge and skills in the Louisiana Connectors for Students with Significant Cognitive Disabilities when presented with **moderate and high complexity texts or tasks** and **may need minimal academic scaffolds and supports** as the student transitions to the next grade/course and progresses toward inclusive college, career, and community opportunities.
- **Above Goal:** A student who performs at **above goal** level demonstrates a **thorough** understanding of key knowledge and skills in the Louisiana Connectors for Students with Significant Cognitive Disabilities when presented with **high complexity texts or tasks** and **will need few academic scaffolds and supports** as the student transitions to the next grade/course and progresses toward inclusive college, career, and community opportunities.

Scale Score Ranges for LEAP Connect ELA

Level	Grade 3	Grades 4-5	Grade 6	Grade 7	Grade 8	High School
Above Goal	1290 - 1258	1290 – 1253	1290 – 1250	1290 – 1248	1290 – 1244	1290 – 1259
At Goal	1257 – 1240	1252 – 1240	1249 – 1240	1247 – 1240	1243 – 1240	1258 – 1240
Near Goal	1239 – 1232					
Below Goal	1231 – 1200					

LEAP Connect ELA Achievement Level Descriptors (ALDs)

LEAP Connect scale scores are used to assign a student's achievement in science in one of four levels. Achievement Level Descriptors (ALDs) for science further describe the knowledge, skills, and abilities that students generally demonstrate at each performance level. ALDs for ELA grades 3-8 and high school are provided in the following tables.

Task Complexity Descriptions

- **Low text complexity**: brief text with straightforward ideas and relationships; short, simple sentences
- **Moderate text complexity**: text with clear, complex ideas and relationships and simple, compound sentences
- **High text complexity**: text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words

Grade 3

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • determine the central message, lesson, or moral within a literary text, folktale, or fable • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, maps, graphs, diagrams, photographs, or timelines in informational text to answer questions • use context to identify the meaning of words, phrases, or multiple meaning words	In reading, the student is able to: • determine the central message, lesson, or moral within a literary text, folktale, or fable • use details from a literary text to answer inferential questions • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, maps, graphs, diagrams, photographs, or timelines in informational text to answer questions • use context to identify the meaning of words, phrases, or multiple meaning words	In reading, the student is able to: • determine the central message, lesson, or moral within a literary text, folktale, or fable • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, maps, graphs, diagrams, photographs, or timelines in informational text to answer questions • use context to identify the meaning of words, phrases, or multiple meaning words	In reading, the student is able to: • identify the topic of a literary text, informational text, or information presented in diverse media • identify a detail from a literary text • identify a character, event, conflict, or setting in a literary text • identify a title, caption, or heading in an informational text • identify an illustration related to a given topic • identify a topic presented by an illustration • identify the meaning of words (i.e., nouns)
	High text complexity:	**Moderate text complexity:**	
	• use details from a literary text to answer specific and inferential questions • describe the relationship between characters, settings, events, or conflicts in literary text **AND with accuracy, the student is able to:** • identify grade-level words	• use details from a literary text to answer specific questions • describe the relationship between characters, settings, events, or conflicts in literary text **AND with accuracy, the student is able to:** • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details, activities) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify an illustration to convey meaning in an informational text **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, or audience. **The student response**: • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details, activities) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, or audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details, activities) • shows some command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify a statement related to an everyday topic **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, or audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details, activities) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

Grade 4

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • determine the theme of literary text and identify supportive details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words or domain-specific words	In reading, the student is able to: • determine the theme of literary text and identify supportive details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words or domain-specific words or phrases	In reading, the student is able to: • determine the theme of literary text and identify supportive details • describe character traits using text-based details in literary text • determine the main idea of informational text • locate information in charts, graphs, diagrams, or timelines • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words or domain-specific words or phrases	In reading, the student is able to: • identify a topic of a literary text • identify a detail from a literary text • identify a character in a literary text • identify charts, graphs, diagrams, or timelines in an informational text • identify a topic of an informational text • use context to identify the meaning of multiple meaning words • identify general academic words
	High text complexity:	**Moderate text complexity:**	
	• use details and examples from a literary text to answer specific questions • describe character traits using text-based details in literary text • use context to identify the meaning of words, multiple meaning words, or words showing shades of meaning **AND with accuracy, the student is able to:** • identify grade-level words	• use details and examples from a literary text to answer specific questions • use context to identify the meaning of words, multiple meaning words, or words showing shades of meaning **AND with accuracy, the student is able to:** • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details, activities) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response**: • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details, activities) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify elements of a narrative text to include beginning, middle, and end • identify a concluding sentence related to information in explanatory text **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details, activities) • shows some command of the use of conventions. (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify the concluding sentence in a short explanatory text **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details, activities) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

Grade 5

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • compare characters, settings, or events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of words or multiple meaning words	**In reading, the student is able to:** • compare characters, settings, or events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of words or multiple meaning words	**In reading, the student is able to:** • compare characters, settings, or events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of words or multiple meaning words	**In reading, the student is able to:** • identify an event from the beginning of a literary text • identify a detail from a literary text • identify a character, setting, or event in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify the difference or similarity in how information is presented in two sentences
	High text complexity:	**Moderate text complexity:**	
	• summarize a literary text from beginning to end • use details or examples from a literary text to answer specific questions	• summarize a literary text from beginning to end • use details or examples from a literary text to answer specific questions	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details, activities) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • support an explanatory text topic with information related to the topic (e.g., facts, definitions, concrete details, quotations, or examples) **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details, activities) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify elements of a narrative text to include beginning, middle, and end • identify a sentence that is organized logically to convey information **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details, activities) • shows some command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify the category related to a set of common nouns **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details, activities) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

Grade 6

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • summarize a literary text from beginning to end without including personal opinions • support inferences or conclusions about characters using details in literary text • use details from the text to elaborate a key individual, event, or idea in informational text • use evidence from the text to support an author's claim in informational text • use general academic or domain-specific words or phrases accurately	**In reading, the student is able to:** • summarize a literary text from beginning to end without including personal opinions • support inferences or conclusions about characters using details in literary text • summarize an informational text without including personal opinions • use details from the text to elaborate a key individual, event, or idea in informational text • use evidence from the text to support an author's claim in informational text • summarize information presented in two informational texts • use domain-specific words accurately	**In reading, the student is able to:** • summarize a literary text from beginning to end without including personal opinions • support inferences or conclusions about characters using details in literary text • use details from the text to elaborate a key individual, event, or idea in informational text	**In reading, the student is able to:** • identify an event from the beginning and end of a literary text • identify a detail from a literary text • identify a character in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify a fact from an informational text • identify a description of an individual or event in an informational text • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words
	High text complexity:	**Moderate text complexity:**	
	• use details or examples from a literary text to answer specific questions • use context to identify the meaning of words or multiple meaning words	• use details or examples from a literary text to answer specific questions • use context to identify the meaning of words or multiple meaning words	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify transition words, phrases, or clauses to convey sequence or signal shifts from one timeframe or setting to another **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify elements of an informative/explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details) • shows some command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify an everyday order of events **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

Grade 7

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • use details to support an inference, conclusion, or summary from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level words or phrases	**In reading, the student is able to:** • uses details to support an inference, conclusion, or summary from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level words or phrases	**In reading, the student is able to:** • identify the relationship between individuals, events, or ideas in an informational text • use evidence from the text to support an author's claim in informational text	**In reading, the student is able to:** • identify a theme or central idea from a literary text • identify an inference from a literary text • identify a conclusion from an informational text • identify a claim the author makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words
	High text complexity:	**Moderate text complexity:**	
	• use details to support the theme or central idea from literary text • use details to support conclusions or summaries of a literary text	• use details to support the theme or central idea from literary text • use details to support conclusions or summaries of a literary text	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify a sentence that provides a conclusion in narrative text **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response**: • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify elements of an informative/explanatory text to include introduction, body, and conclusion • identify details that describe experiences or events **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details) • shows some command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify a graphic that includes an event as described in a text **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

Grade 8

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • use details to support an inference, conclusion, or summary from literary text • use details to support an inference, conclusion, or summary from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the whole text or the development of ideas • identify an argument or claim the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use general academic and domain-specific words and phrases accurately	**In reading, the student is able to:** • use details to support an inference, conclusion, or summary from literary text • use details to support an inference, conclusion, or summary from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the whole text or the development of ideas • identify an argument or claim the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words and phrases accurately	**In reading, the student is able to:** • use details to support an inference, conclusion, or summary from literary text • identify an inference drawn from an informational text • identify the portion of text which contains specific information • identify an argument or claim the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words or phrases accurately	**In reading, the student is able to:** • identify a theme or a central idea from a literary text • identify an inference from a literary text • identify a fact related to a presented argument in informational text • identify a similar topic in two informational texts • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words
	High text complexity:	**Moderate text complexity:**	
	• analyze the development of a theme or central idea including its relationship to the characters, setting, or event • use context to identify the meaning of grade-level words and phrases	• analyze the development of a theme or central idea including its relationship to the characters, setting, or event • use context to identify the meaning of grade-level words and phrases	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., details) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify relevant information (e.g., fact, example, quote) to support a claim **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., details) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify elements of an informative/explanatory text to include introduction, body, and conclusion • identify an idea relevant to a claim **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., details) • shows some command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify a writer's opinion on a topic **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response:** • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., details) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)

High School

Above Goal	At Goal	Near Goal	Below Goal
High text complexity:	**Moderate text complexity:**	**Low text complexity:**	**Low text complexity:**
In reading, the student is able to: • use details to support an inference, a conclusion, or a summary of the plot, purpose, or theme • use details to support an inference, conclusion, or summary presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question or solve a problem • explain why an author uses specific word choices within texts	**In reading, the student is able to:** • use details to support an inference, a conclusion, or a summary of the plot, purpose, or theme • use details to support an inference, conclusion, or summary presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question or solve a problem • explain why an author uses specific word choices within texts	**In reading, the student is able to:** • use details to support an inference, a conclusion, or a summary of the plot, purpose, or theme • identify a conclusion from an informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question or solve a problem • explain why an author uses specific word choices within texts	**In reading, the student is able to:** • identify a summary of a literary text • identify an element of a story's plot • identify the central idea of an informational text • identify facts from an informational text • identify what an author tells about a topic in informational text • Use context as a clue to determine the meaning of a word in text • identify a word used to describe a person, place, thing, action, or event
	High text complexity:	**Moderate text complexity:**	
	• evaluate how the author's use of specific details in literary text contributes to the overall structure and meaning of the text • determine an author's point of view about a topic or purpose in informational text • use context to identify the meaning of grade-level words or phrases	• evaluate how the author's use of specific details in literary text contributes to the overall structure and meaning of the text • determine an author's point of view about a topic or purpose in informational text • use context to identify the meaning of grade-level words or phrases	

Above Goal	At Goal	Near Goal	Below Goal
AND in writing production, the student is able to: respond to a writing prompt and demonstrate <u>effective</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes and elaborates ideas (e.g., facts/examples) that more fully develop the meaning • shows command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to**: • identify relevant information to address a given topic and support the purpose of a text **AND in writing production, the student is able to**: respond to a writing prompt and demonstrate <u>satisfactory</u> development of the task, purpose, and audience. **The student response:** • follows logical organization (e.g., introduction, body, and conclusion) • includes ideas (e.g., facts/examples) that contribute to the meaning • shows basic command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify elements of an argument to include introduction, body, and conclusion • identify how to group information for a specific text structure **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>limited</u> development of the task, purpose, and audience. **The student response:** • includes some organization (e.g., introduction, body, and conclusion) • includes some related ideas (e.g., facts/examples) • shows some command of the use of conventions. (e.g., punctuation, complete sentences, and subject/verb agreement)	**AND in writing, the student is able to:** • identify information which is unrelated to a given topic **AND in writing production, the student is able to:** respond to a writing prompt and demonstrate <u>minimal or no</u> development of the task, purpose, and audience. **The student response**: • includes minimal organization (e.g., introduction, body, and conclusion) • includes unrelated or no ideas (e.g., facts/examples) • shows minimal to no command of the use of conventions (e.g., punctuation, complete sentences, and subject/verb agreement)