

ENGLISH LANGUAGE ARTS DESCRIPTOR LINKS TO GENERAL STANDARDS

The English language arts Strand(s) to which each descriptor is linked are identified in brackets at the end of each descriptor in the following tables. The descriptors are ordered as they will appear on the reports. Use the information below as a key for the Strands found in the tables that follow:

RL – Reading (Literature)

RI – Reading (Informational Text)

RF – Reading (Foundational)

W – Writing

SL – Speaking and Listening

L – Language

ELA Grade 3

Third grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Use details to answer questions about the plot and characters in a text *[RL]*
- Use text features, including headings and key words, to locate information in a text *[RI]*
- Read simple sentences having high-frequency words *[RF]*
- Write about an event or personal experience using details *[W]*
- Ask or answer questions about the details presented *[SL]*

Third grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Answer questions about characters in a text *[RL]*
- Use one or more text features to locate specific information in a text *[RI]*
- Identify single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC]) *[RF]*
- Write about an event or personal experience *[W]*
- Ask or answer questions about one detail presented *[SL]*

Third grade students performing at a Level Two on the alternate assessment:

- Identify text details, such as character, in a text *[RL]*
- Identify a text feature in a text *[RI]*
- Match letter sounds with their letter correspondences or words with corresponding visuals *[RF]*
- Identify an event or personal experience, either real or imagined *[W]*
- Select one detail from a text presented *[SL]*

Third grade students performing at a Level One on the alternate assessment:

- Match text details, such as character, in a text *[RL]*
- Match letters with corresponding visual of same letter *[RF]*
- Match 2 pictures of an event *[W]*
- Match one detail from a text presented *[SL]*

ELA Grade 4

Fourth grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Compare and contrast two representations of a story *[RL]*
- Use details to tell what happened or why something happened in an informational text *[RI]*
- Use letter-sound knowledge and/or context to read text with single-syllable, high-frequency, and/or unfamiliar words *[RF]*
- Write multiple sentences about more than one idea *[W]*
- Use appropriate formal and informal communication with a variety of communication partners *[SL]*

Fourth grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Identify difference between two representations of a story *[RL]*
- Identify a relationship (connection) between a detail and an individual, event, or idea from an informational text *[RI]*
- Decode words having similar spelling patterns (CVC, CCVC, CVCC, and CCVCC) *[RF]*
- Write at least one sentence about one topic *[W]*
- Match formal and/or informal communication with corresponding communication partners *[SL]*

Fourth grade students performing at a Level Two on the alternate assessment:

- Identify a similarity between two representations of the same text *[RL]*
- Match a detail with an individual, idea or event in a text *[RI]*
- Use letter-sound knowledge and/or context (which may include accompanying pictures or symbols) to recognize familiar words (name, CVC words, environmental text) *[RF]*
- Write about one topic *[W]*
- Communicate appropriately with familiar communication partners (sibling, mother, father, teacher, classmate, principal) *[SL]*

Fourth grade students performing at a Level One on the alternate assessment:

- Match visual/audio version to text *[RL]*
- Match a character to a character in a text *[RI]*
- Identify own name in text *[RF]*
- Match a picture about one topic *[W]*
- Communicate with a familiar communication partner *[SL]*

ELA Grade 5

Fifth grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Explain what causes a change that occurs to a story element *[RL]*
- Use Internet research tools or print sources to locate information about a subject to answer a question or to solve a problem *[RI]*
- Read unfamiliar sight words and/or decode unfamiliar single-syllable words *[RF]*
- Research a topic of his/her own choosing; student will use two sources *[W]*
- Summarize (main idea and two details) a familiar text presented in multiple ways *[SL]*

Fifth grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Identify a story element that undergoes a change from beginning to end *[RL]*
- Locate explicitly stated information from a print or digital source to answer a question *[RI]*
- Use letter-sound knowledge and context to read text with single-syllable, high-frequency words *[RF]*
- Access sources to answer a question on a familiar topic *[W]*
- Identify the explicitly stated main idea presented orally or through other media *[SL]*

Fifth grade students performing at a Level Two on the alternate assessment:

- Identify a story element that may include a character, setting, or problem *[RL]*
- Locate explicitly stated information in a print, photograph, illustration, tactile graphic, or digital source *[RI]*
- Use letter-sound knowledge and/or context (which may include associated pictures or symbols) to identify familiar words *[RF]*
- Select a source to answer a question on a familiar topic *[W]*
- Identify the explicitly stated subject of a simple, short text (one or two simple sentences) about a familiar subject, presented orally with visual cues or through other media *[SL]*

Fifth grade students performing at a Level One on the alternate assessment:

- Match pictures or objects that represent story elements *[RL]*
- Identify a photograph or illustration from an object *[RI]*
- Identify a letter in their name *[RF]*
- Sort pictures into categories *[W]*

- Listen to simple, short text about an object and match an object or picture [SL]

ELA Grade 6

Sixth grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Identify details important to the theme or central idea [RL]
- Use details to explain how an important individual, event, or idea is introduced, illustrated, and elaborated on in a text [RI]
- Write to share information supported by details [W]
- Engage in collaborative discussion, by sharing information or seeking information from others [SL]
- Spell untaught words phonetically [L]

Sixth grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Identify a detail related to the theme or central idea in a text [RL]
- Identify a detail that elaborates on an individual, event, or idea in a text [RI]
- Write to introduce a topic and convey a fact or detail related to the topic [W]
- Share information, following simple rules for discussion [SL]
- Identify or use basic capitalization rules (common proper nouns, beginning of sentences) [L]

Sixth grade students performing at a Level Two on the alternate assessment:

- Identify the theme or central idea [RL]
- Identify an important individual, event, or idea in a text [RI]
- Write a statement about a topic that includes one fact, detail, or other information (e.g. opinion) [W]
- Ask a familiar listener a question relevant to a topic, text, or issue under discussion [SL]
- Identify and/or use question marks at the ends of written questions [L]

Sixth grade students performing at a Level One on the alternate assessment:

- Identify a detail from the text [RL & RI]
- Write a statement about a topic [W]
- Tell a familiar listener a detail relevant to a topic, text, or issue under discussion [SL]
- Identify a question mark [L]

ELA Grade 7

Seventh grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Compare and contrast two versions of a story *[RL]*
- Compare and contrast how texts by different authors on the same topic present details *[RI]*
- Revise own writing with a focus on purpose *[W]*
- Determine whether presented evidence is based on fact or opinion *[SL]*
- Identify common figures of speech or words with connotative meanings in context *[L]*

Seventh grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Identify how two versions of the same story are different *[RL]*
- Contrast two texts on the same and familiar topic *[RI]*
- Use a plan/graphic organizer before writing and write a draft *[W]*
- Distinguish between facts and opinions by a presenter *[SL]*
- Identify the correct word (from commonly confused words) to use in context *[L]*

Seventh grade students performing at a Level Two on the alternate assessment:

- Identify one detail common to a version of a story and a different version of the same story *[RL]*
- Identify one detail common to two informational texts presented on the same topic *[RI]*
- Use a plan/graphic organizer to prepare for writing *[W]*
- Select a claim made by a presenter *[SL]*
- Identify common synonym and antonym pairs *[L]*

Seventh grade students performing at a Level One on the alternate assessment:

- Identify if two stories are based on the same topic *[RL]*
- Identify if two informational texts are based on the same topic *[RI]*
- Identify a topic for writing *[W]*
- Identify the topic of presentation *[SL]*
- Identify synonyms *[L]*

Grade 8 ELA

Eighth grade students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Determine an author's purpose or point of view and identify examples from a text that describe or support that purpose/point of view *[RI]*
- Explain how two texts on the same topic agree or disagree *[RI]*
- Paraphrase quotations gathered from multiple print or digital sources *[W]*
- Prepare and present a speech on a familiar topic and include supporting points *[SL]*
- Use the correct forms of verbs in sentences to communicate desired outcomes *[L]*

Eighth grade students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Identify specifics from a text that describe or support an author's purpose or point of view *[RI]*
- Identify how two texts on the same topic disagree *[RI]*
- Identify quotes or information relevant to a topic from a print or digital source *[W]*
- Present details to support a point that can be used in a presentation *[SL]*
- Identify a verb to complete simple sentences *[L]*

Eighth grade students performing at a Level Two on the alternate assessment:

- Identify what action the author wants the reader to take, when given a text on a familiar topic *[RI]*
- Identify a detail that supports an author's argument in a text *[RI]*
- Identify a source that is relevant for a given familiar topic *[W]*
- Identify a fact or a descriptor from a presentation on a familiar topic *[SL]*
- Make appropriate requests *[L]*

Eighth grade students performing at a Level One on the alternate assessment:

- Identify actions in a text *[RI]*
- Identify the argument made by the author *[RI]*
- Identify a detail from a text *[W & SL]*
- Recognize an appropriate request *[L]*

High School ELA

High School students performing at a Level Four on the alternate assessment, in addition to Level Three skills:

- Explain how main events of the plot help to develop a theme or central idea of a text *[RL]*
- Explain how elements in a text change over the course of the text *[RI]*
- Write an argument that supports a specific claim using evidence gathered from multiple resources *[W]*
- Conduct research on a self-selected topic and develop a report that answers multiple questions and uses multiple sources *[W]*
- Present an argument on a topic and acknowledge a counterclaim using an organization appropriate to the purpose, audience, and task *[SL]*

High School students performing at a Level Three on the alternate assessment, in addition to Level Two skills:

- Recount the main events of a text *[RL]*
- Identify changes among individuals, ideas, or events in a text *[RI]*
- Write an argument to support a given claim that results from studying a topic or reading a text *[W]*
- Identify two resources from a variety of materials that answer relevant research questions on a given topic *[W]*
- Present an argument on a topic using an organization appropriate to the purpose, audience, and task *[SL]*

High School students performing at a Level Two on the alternate assessment:

- Identify an event that relates to the theme or central idea of a text *[RL]*
- Identify an idea, individual, or event that changes in a text *[RI]*
- Identify a claim and/or evidence for a claim in a text *[W]*
- Identify relevant research questions for a familiar topic *[W]*
- Identify the best order to present ideas/information to develop a claim *[SL]*

High School students performing at a Level One on the alternate assessment:

- Identify an idea, individual, or event *[RI & RL]*
- Identify a claim or evidence for a claim *[W]*
- Identify a question *[W]*
- Identify an order of ideas/information *[SL]*