

Introduction

The Smarter Balanced Assessment Consortium (Smarter Balanced) has developed an interconnected system of initial achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics that are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims (see Definition of Terms). ALDs are commonly used in K–12 statewide assessments to explain the knowledge, skills, and processes that students display at predetermined levels of achievement (e.g., Basic, Proficient, and Advanced). These ALDs are often found on student-level score reports or on state aggregate reports so that stakeholders, such as parents and teachers, can understand the types of knowledge, skills, and processes that students have demonstrated on an assessment.

In its Content Specifications documents, Smarter Balanced defines the assessment claims and articulates how the CCSS would be demonstrated with assessment items and tasks. At a finer level of detail, the Content Specifications also include assessment targets that map the CCSS onto statements of evidence that will be collected through the assessment. The ALDs presented in this document have been developed by referring consistently to the Content Specifications and the CCSS. As a result, the ALDs reflect the depth and rigor of the CCSS as well as the way in which Smarter Balanced intends to assess the CCSS.

The ALDs presented in this document represent a new direction in the focus and purpose of ALDs. In the past, ALDs were developed near the end of the test development cycle and could only summarize student performance. This new approach allows for the development of ALDs at the beginning of the test development cycle so that expectations for student performance may guide the way tests are conceived and produced.

There is an additional unique aspect of these ALDs. Because the CCSS are grounded in expectations for college and career readiness, the Smarter Balanced assessments are being deliberately designed to measure each student's progress toward meeting those expectations. The ALDs presented here are linked to an operational definition of college content-readiness as well as a policy framework to guide score interpretation for high schools and colleges. Smarter Balanced does not yet have a parallel operational definition and framework for career readiness; however, it is working toward this end and will amend this document when those materials are ready for public review.

Definition of Terms

Assessment Claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims.

Content Categories are sub-categories that apply to some, but not all, specific assessment claims. For example, within the specific content claim "Reading" there are two content categories: "Informational Text" and "Literary Text."

Assessment Targets connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

Standard Setting is the process whereby educators recommend threshold test scores that separate students into achievement levels.

Governing States are member states that have committed to using the Smarter Balanced Assessment System and have voting privileges on Consortium policy; 21 of the consortium's 25 member states are governing states.

This document provides an overview of the ALDs including their use and purpose, summarizes the process used to create the ALDs, describes the designation of college and career readiness for Grade 11 students, and provides the proposed ALDs.

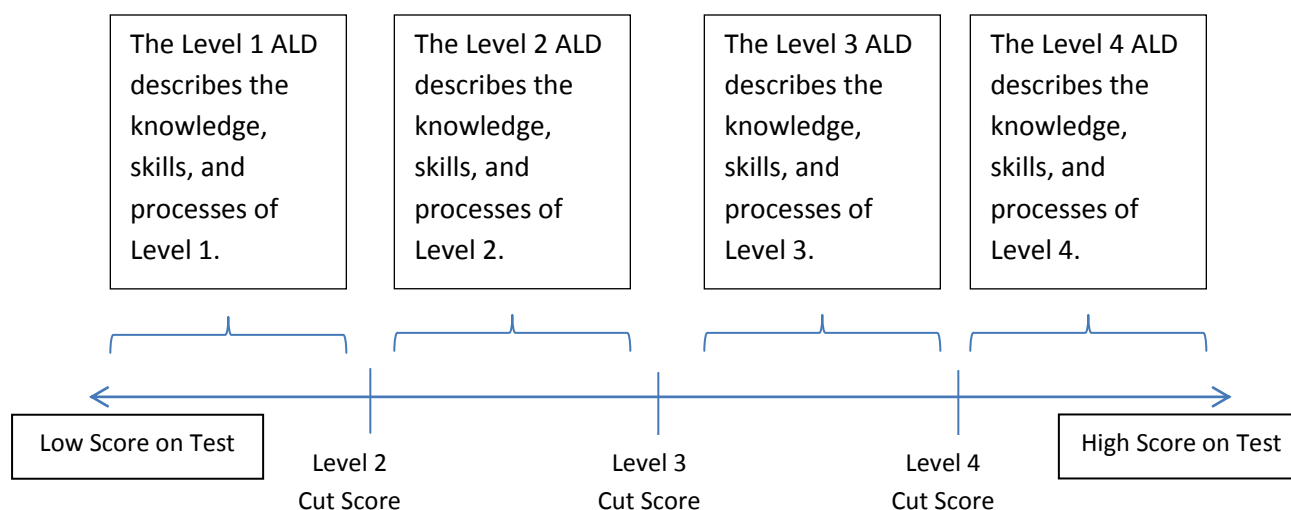


Figure 1. Relationship between Test Scale and ALDs

What Are Achievement Level Descriptors?

Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the knowledge, skills, and processes demonstrated by students in each category of performance. The policy, range, and threshold ALDs (see page 3 for definitions of the ALDs) provided with this report are labeled as “initial” because they all will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. In addition, they will be augmented to include the reporting ALDs. This will ensure a seamless integration of the ALDs with student performance measures.¹

Figure 1 shows the relationship between performance on a standardized assessment and the ALDs. The horizontal line in Figure 1 represents the test scale, which ranges from low test scores to high test scores. Low test scores signify poorer performance on the test than do high test scores. The horizontal line is separated by three cut scores into four levels of achievement. The cut scores represent the test score necessary for a student to move from one level of achievement to the next highest level.

A higher score on the test reflects a greater accumulation of knowledge, skills, and processes. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the

¹ The mathematics ALDs arise from the Smarter Balanced Assessment Targets and the closely associated CCSS. In some instances, the CCSS aligned to a particular target do not lend themselves to a range of 4 levels of ALDs as the associated skill requires mastery at the level 3 range. In such cases, there will appear no level 4 range ALD.

higher level ALDs. For example, a Level 3 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1 and 2.

The most commonly understood use of ALDs is to communicate the meaning of test scores. When ALDs are used for reporting scores, parents, teachers, and other stakeholders are provided summaries of the different levels of performance in terms that can be readily understood. It is important to recognize, however, that there are other purposes for ALDs beyond score reporting, including guidance for policy and standard setting (establishment of cut scores) as well as item development. To address the entire set of purposes, Smarter Balanced has developed a system of interrelated ALDs that support the entire testing program. This system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for the subsequent descriptors. These ALDs are very high-level and are most often used by policymakers. For Smarter Balanced, there will be two types of policy ALDs, including the policy ALDs that are aligned to Smarter Balanced's overall claims and the Content ALDs that are aligned to Smarter Balanced's content claims.
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing; these ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels. The range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students *should* have.
- **Threshold ALDs** are created in conjunction with or following range ALDs and are used to guide standard setting. The threshold ALDs are a subset of the range ALDs and use only the information from the range ALDs that defines the minimum performance required for meeting a particular achievement-level expectation. As with the range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. For the threshold ALDs, it is important to understand that they reflect the cumulative skills of the range ALDs, not just the threshold ALDs. The student who has achieved the threshold Level 3 is assumed to have the knowledge, skills, and processes of the range Levels 1 and 2 ALDs.
- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014. An important difference between the reporting ALDs and the range/threshold ALDs is that the reporting ALDs reflect student test performance. As such, they reflect the knowledge, skills, and processes that students *can* do.

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

Table 1. ALDs by Use, Purpose, and Intended Audience

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

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

Developing Achievement Level Descriptors for Smarter Balanced

The creation of ALDs was identified as a major work effort in Smarter Balanced's overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of the developers at CTB/McGraw-Hill. The ALDs associated with this document were created at the ALD-Writing Workshop and have been revised based on feedback from Smarter Balanced staff, work groups and technical advisors; state K–12 and HigherEducation leads; and interested stakeholders from Smarter Balanced Governing States.

ALD-Writing Workshop

Smarter Balanced held a workshop at the beginning of October 2012 to draft its initial policy, range, and threshold ALDs. K–12 and higher-education representatives from each Governing State participated in the workshop. The workshop panelists included K–12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing achievement level descriptors or learning outcome statements were nominated by their states' K–12 and Higher-

Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, volunteer leaders, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners who were primary writers of the CCSS all attended the workshop to act as expert advisors. Appendix A lists all workshop panelists as well as workshop facilitators.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications (www.smarterbalanced.org/smarter-balanced-assessments/) and the CCSS (www.corestandards.org). For the policy ALDs, the panelists delineated the Smarter Balanced overall claims and content claims described in the Content Specifications into achievement levels. The range and threshold ALDs drew upon the assessment targets in the Smarter Balanced Content Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

Review Cycles and Public Feedback

Following the workshop, a series of reviews have taken place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by a public review period where Smarter Balanced collected feedback through an online survey. Following the public review and associated revisions, a final review was conducted by K–12 and Higher Education state leads.

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

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

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

College Content-Readiness

Representatives of higher education have been working closely with K–12 colleagues on the development of the Smarter Balanced assessments. This partnership is important because a primary goal of Smarter Balanced is that colleges and universities use student performance on the Grade 11 summative assessments in ELA and mathematics as evidence of readiness for entry-level, transferable, credit-bearing college courses. Connecting student performance to a tangible postsecondary outcome will send a clear signal to students, parents, and schools that the knowledge and skills delineated in the Common Core State Standards (CCSS) matter, providing individual

students with a powerful incentive to do their best work on the assessments and demonstrating the clear link between students' K–12 experience and the demands of higher education.

The CCSS enable the development of policies to more clearly connect K–12 and higher education. The standards were developed by both higher education faculty and K–12 content experts to clearly articulate the knowledge and skills necessary for college readiness in English language arts and mathematics. The Smarter Balanced draft Initial Achievement Level Descriptors and College Content-readiness Policy takes that process a step further by defining the performance standards that students must meet in order to be exempt from developmental coursework (not only what students must learn but to what degree they must master the specified knowledge and skills).²

College Content-Readiness Policy

In order to guide colleges, universities, and schools in interpreting student performance, an operational definition of “college content-readiness” and accompanying policy framework were developed by state Higher-Education and K–12 Leads, as well as the faculty and teachers representing their states at the ALD-writing workshop (see Tables 2 and 3). Together, the operational definition and policy framework describe how colleges, universities, and schools should interpret student performance. The definition of college content-readiness, policy framework and related stipulations were developed over the course of several meetings with the state K–12 and Higher Education Leads, as well as discussion with participants at the ALD-writing workshop. After each meeting, the draft was further refined. Like the ALDs, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

² The term developmental coursework refers to non-credit courses designed to instruct students on material that is pre-requisite to entry-level, credit-bearing courses.

College Readiness and College Content-Readiness.

Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, only some of which will be measured by the Smarter Balanced assessments. As a result, Smarter Balanced narrowed the focus of its “college readiness” definition to “content-readiness” in the core areas of ELA/literacy and mathematics.

Intended Audience. This document is not designed as a communications vehicle for students and parents. Smarter Balanced will continue outreach to higher education (including officials who specialize in student/parent communications such as admission officers and academic advisors) as Reporting ALDs are developed and student score reports are designed. Further, while there will be elements of student/parent communications that are common across the Consortium, the flexibility built into the College Content-readiness Policy will require that each state customize communications based on the policy choices made.

College Content-Readiness Definition

English Language Arts/Literacy ³	Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.
Mathematics	Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses. .

³ Speaking is an element of the CCSS in English language arts/literacy, but practical and technological constraints do not allow for the assessment of speaking skills on the Smarter Balanced summative assessment. Therefore, at this time the College Content-readiness Policy does not include speaking.

Policy Framework for Grade 11 Achievement Levels

Level	Policy ALD	Description	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
4	Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Student is exempt from developmental course work. (K-12 and higher education officials <u>may</u> jointly set Grade 12 requirements to maintain the exemption.)	Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials <u>may</u> jointly determine appropriate courses and performance standards). Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.	Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.
3	Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Student is conditionally exempt from developmental course work, <i>contingent on evidence of sufficient continued learning in Grade 12.</i>	Within each state, higher education and K-12 officials <u>may</u> jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios). Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.	For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level. For students who fail to demonstrate evidence of sufficient continued learning in Grade 12, colleges also may evaluate the same types of additional data to determine placement in developmental or credit-bearing courses.

Level	Policy ALD	Description	Implications for Grade 12	Implications for High School Graduates who Immediately Enter Higher Education
2	Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Student needs support to meet college content-readiness standard.	States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall).	Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.
1	Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content-readiness.	Student needs substantial support to meet college content-readiness standard.	States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.	Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.

Further Stipulations to the College Content-readiness Policy

- Establishment of “Cut Scores” Aligned to the Achievement Level Descriptors and College Content-readiness Policy.** In the summer of 2014, after pilot and field tests have been completed, K-12 and higher education representatives across the Consortium will jointly determine recommended cut-scores for each achievement level on the Grade 11 assessments in math and English language arts through a structured standard-setting process. Those recommended cut scores will then be subject to a vote of the Smarter Balanced Governing States. As is the case with regard to approval of the Initial Achievement Level Descriptors and College Content-readiness policy, this vote will require that K-12 and higher education representatives agree on a shared state position.
- Updates and Revisions to the College Content-Readiness Policy.** This document is subject to revision as student performance data are collected through the pilot and field tests, as validation studies are conducted and as cut scores are established through the standard-setting process. Further, as data are collected and analyzed as a result of operational testing and use of the Smarter Balanced assessment by colleges and universities, the Consortium may choose to revisit and revise this policy.
- Multiple Measures of Content-Readiness.** Smarter Balanced recognizes the limits of relying on a single test score for making high-stakes decisions and fully supports the use of multiple

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

- **Grade 12 Expectations.** Because even the strongest performing students’ skills can erode if they do not take challenging math and English courses in Grade 12, the Content-readiness Policy provides states the option of requiring that students who have earned an exemption from developmental course work satisfactorily complete a prescribed course in Grade 12 in order to retain their exemption. At Level 3, students must provide evidence of continued learning in order to earn an exemption from developmental course work. State K–12 and higher education officials may jointly determine the necessary conditions for meeting these requirements.
- **Support for Emerging Approaches to Developmental Education.** A growing movement in higher education encourages liberal placement of students into credit-bearing courses with co-requisite supports to compensate for any knowledge or skill deficits. To clearly communicate high expectations and incentivize schools, teachers, and students, the Content-readiness Policy asks colleges to guarantee students with strong performance that they are exempt from developmental mathematics and English courses. However, it does not preclude colleges from ultimately placing any student into credit-bearing courses; this decision is left to the discretion of individual colleges and universities or college and university systems.
- **Mathematics Requirements for Advanced Courses.** The CCSS in mathematics were designed to prepare all students for entry-level college mathematics and statistics courses that typically require Algebra II or its equivalent as a prerequisite. The CCSS also include a set of standards for additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These standards are typically referred to as the “Plus Standards” because they are designated by a plus symbol (+) in the standards document. Because the Smarter Balanced Summative Assessment only assesses knowledge and skills required of all students, it does not include items and tasks aligned to the Plus Standards. The College Content-readiness Policy assumes that colleges will need to assess additional evidence (grades, placement test scores, admission test scores, etc.) for students seeking to enter more advanced mathematics courses.
- **College Content-Readiness and Admission.** The College Content-readiness Policy operates within the context of existing institutional admission policies; open-admission institutions will serve many students who do not meet the college content-readiness performance benchmark, and selective institutions may not admit students who score at Level 3 or 4 on the assessment, just as they now may not admit students with high college admission test scores or strong grade point averages. In addition, student course-taking decisions in high

school will continue to be influenced by the admission requirements of colleges and universities. For example, students at Level 4 who plan to seek admission to selective institutions will make course choices for Grade 12 that comply with the requirements of those institutions. By identifying students who are either on track or ready for credit-bearing courses, high schools may be better able to advise students on college options and Grade 12 courses. Finally, at their discretion, institutions may choose to include Smarter Balanced scores among the information they consider as they make admission decisions; however, the Smarter Balanced Assessment was not designed for that purpose.

- **Score Expiration.** Consistent with the policy framework, Smarter Balanced recommends that scores only be considered valid for students who matriculate directly from high school to college.
- **Support for Students at Levels 1 and 2.** States and districts will make decisions about support for these students, and may draw from an array of existing resources. There are a number of projects underway (Southern Regional Education Board project on Transition Courses, Carnegie Foundation Quantway/Statway project, etc.) that offer model courses and other types of interventions that schools and colleges can implement to assist students in addressing academic deficiencies before leaving high school. States may choose to adopt and customize existing resources or build their own.

Next Steps

- **Validation.** It will be important to validate the adopted cut scores through an array of studies, including longitudinal studies of students who complete the Smarter Balanced assessments in Grade 11 and subsequently enter higher education as well as studies that allow colleges and universities to compare student performance on the Smarter Balanced assessment to known measures (existing admission and placement tests). As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes input on the best approach and criterion for testing this important element of validity.
- **Institutional Participation.** In recognition that colleges will need to consider the performance standards set in Summer 2014, after the field test and standard setting process are complete, colleges will be asked to commit to implementing the College Content-readiness Policy beginning in January 2015. This timing will allow students who take the Grade 11 summative assessment in Spring 2015 to know which colleges have agreed to use their scores as evidence of readiness for credit-bearing courses, as described in the College Content-readiness Policy. Smarter Balanced will assist colleges in making this determination by providing information on how Smarter Balanced scores compare to scores on commonly used admission and placement assessments as well as sharing results from its validation studies.

Smarter Balanced recognizes that some colleges that have an expressed interest in participating will need additional time to study student performance data before determining the appropriateness of implementing the College Content-readiness Policy given the institution's particular mission, curriculum, and student population. In addition to the information that Smarter Balanced will provide, state education agencies also may assist

these colleges by arranging for access to needed student data (consistent with state policies on privacy and data sharing). After this study and review period, colleges and universities would decide whether to begin implementing the College Content-readiness Policy. As colleges complete their study and review and make the decision to implement the College Content-readiness Policy, this information will be shared with high schools, students and parents.

- **Career Readiness.** The Smarter Balanced overall claim asserts that a student can demonstrate career readiness in addition to college readiness. Smarter Balanced is committed to providing evidence of student readiness for the array of postsecondary options, as specified by the CCSS. Smarter Balanced is working with experts in career readiness to determine how the assessment can best advise students on their readiness for postsecondary career pursuits. Further information will be made available once it is ready for public review and comment.

Policy ALDs

For both ELA/literacy and mathematics, Smarter Balanced has an overall claim for Grades 3–8 and an overall claim for Grade 11. In addition, there are four specific content claims in each of the two main content areas (ELA/literacy and mathematics). Through these claims, Smarter Balanced has made an assertion about the desired performance of students.

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

Policy ALDs. The overall claim was delineated into the following four levels (with the defining phrases⁴ bolded):

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

⁴ Defining phrases provide context for the expectations of the student in each achievement level.

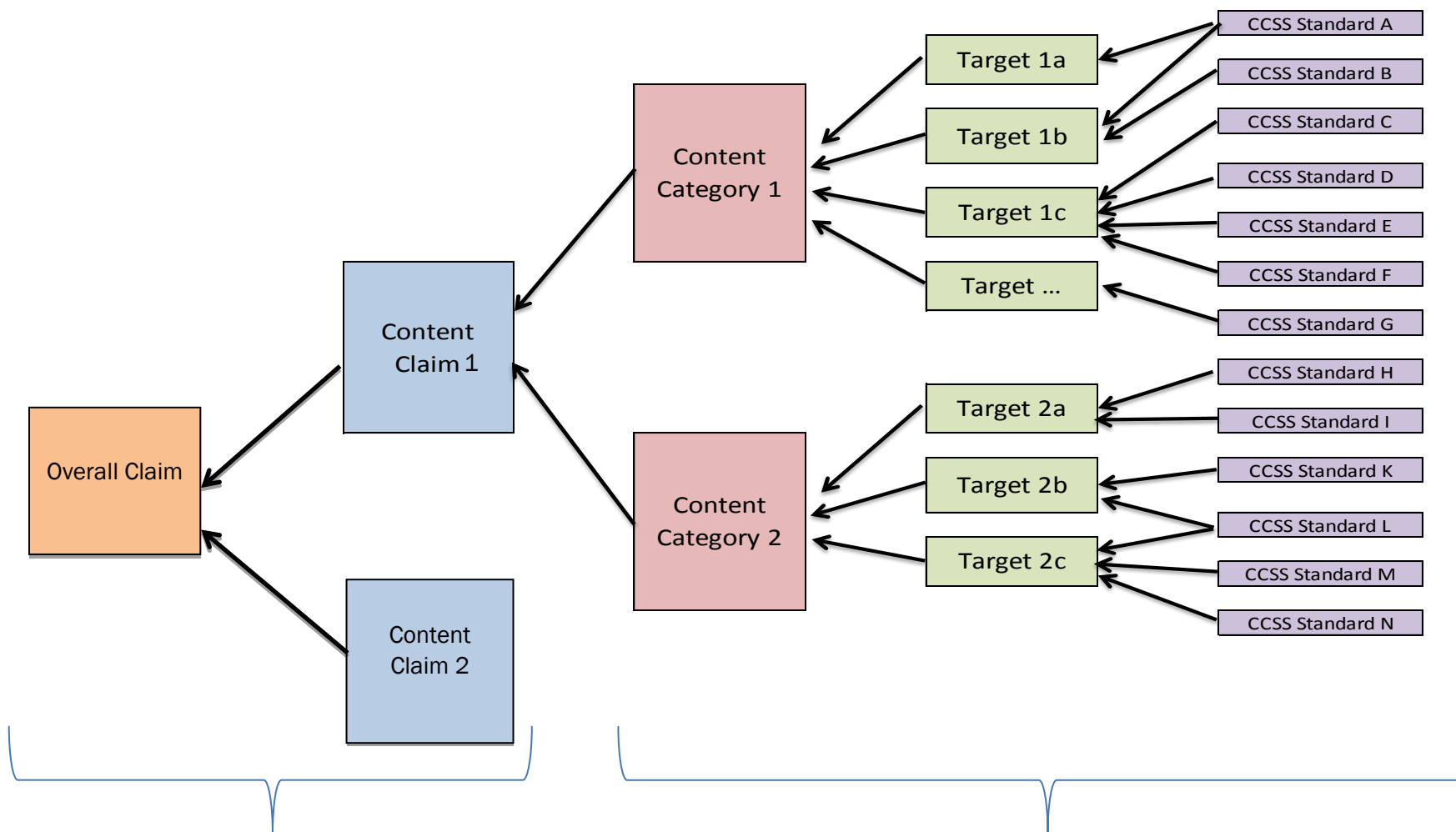
Content ALDs. The specific content claims were delineated into the four achievement levels. According to the current blueprint for the assessment (dated November 2012), students will receive a sub-score for each of the specific content claims, with one exception: in mathematics, because of the close relationship between problem solving and modeling, content claims 2 and 4 will be combined for reporting purposes. Table 4 lists the specific content claims for ELA/literacy followed by the Content ALD for each claim. Table 5 lists the same information for mathematics.

Table 4. Specific Content Claims and Content ALDs for ELA/Literacy

Content Claim	Content ALD Level 1	Content ALD Level 2	Content ALD Level 3	Content ALD Level 4
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.	The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.	The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.	The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.
Students can produce effective and well-grounded writing for a range of purposes and audiences.	The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.	The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.	The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.	The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.
Students can employ effective speaking and listening skills for a range of purposes and audiences.	The Level 1 student demonstrates minimal competency in employing listening skills.	The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.	The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.	The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.
Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.	The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.	The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.

Table 5. Specific Content Claims and Content ALDs for Mathematics

Content Claim	Content ALD Level 1	Content ALD Level 2	Content ALD Level 3	Content ALD Level 4
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.	The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.	The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.	The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.
Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.	The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools.	The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools.	The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools.	The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools.
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.	The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.	The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.	The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.
Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.	The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.	The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.	The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.



Used to create policy and Content ALDs

Used to create range and threshold ALDs

Figure 2. Relationship among Content Claims, Content Categories, Assessment Targets, and Standards

Range and Threshold ALDs

Range ALDs have been created for each assessment target and threshold ALDs for each content category associated with the specific content claims. To create the original draft ALDs, the panelists worked from an abbreviated version of the Smarter Balanced Content Specifications in which the assessment targets were laid out side by side with the related standards from the CCSS. First, the panelists delineated range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications and the CCSS. This method ensured a high level of fidelity to the standards. Once the range ALDs were drafted, the panelists created threshold ALDs by identifying the knowledge, skills, and processes within each range ALD that would be necessary to enter the achievement level.

Presentation of ALDs

Table 6 shows generic versions of the policy, range, and threshold ALDs as they appear in the following ALD matrices for ELA/Literacy, and Table 7 shows the same information for mathematics. The ALDs are presented in matrices to emphasize the way in which all types of ALDs work together to create a comprehensive final product. There are separate matrices for ELA/literacy and mathematics at each grade level.

English Language Arts/Literacy ALDs

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). The range ALDs are presented for each assessment target within a given content category (in green). At the end of each content category, the threshold ALDs are presented. The threshold ALDs are presented at the level of the content category, while the range ALDs are presented at the level of the assessment target. The rows then repeat for each set of content categories under each specific content claim.

Table 6. Example of Policy, Range, and Threshold ALD Matrix for ELA/Literacy

Title: ELA/Literacy, Grade Level				
Overall Claim (e.g., Grade 11 ELA/literacy)	Policy ALD for Level 1	Policy ALD for Level 2	Policy ALD for Level 3	Policy ALD for Level 4
Specific Content Claim 1 (e.g., “Reading”)	Content ALD Level 1 based on Claim 1	Content ALD Level 2 based on Claim 1	Content ALD Level 3 based on Claim 1	Content ALD Level 4 based on Claim 1
Content Category 1 for Specific Content Claim 1 (e.g., “Reading: Literary Texts”)				
RANGE ALD for Assessment Target 1 (e.g., “Key Details”)	Range ALD for Level 1 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 2 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 3 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 4 based on Assessment Target 1 and CCSS standards that underlie Target 1
Assessment Target 2 (e.g., “Central Ideas”)	Range ALD for Level 1 ...	Range ALD for Level 2 ...	Range ALD for Level 3 ...	Range ALD for Level 4 ...
⋮	⋮	⋮	⋮	⋮
Threshold ALD for the Content Category		Threshold ALD for Level 2 student derived from range ALDs for Content Category 1	Threshold ALD for Level 3 student derived from range ALDs for Content Category 1	Threshold ALD for Level 4 student derived from range ALDs for Content Category 1
Content Category 2 for Specific Content Claim 1 (e.g., “Informational Text”)				
RANGE ALD for Assessment Target 1	Range ALD for Level 1 ...	Range ALD for Level 2 ...	Range ALD for Level 3 ...	Range ALD for Level 4 ...

Mathematics

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). For mathematics, the content categories are either Domain #1 or Domain #2, which represents the major or supporting targets, respectively, as indicated by the Smarter Balanced Summative Blueprint and the Smarter Balanced Content Specifications. The range ALDs are presented for each assessment target within a given content category (in green), and they are further divided according to their CCSS domain. At the end of each CCSS domain, the threshold ALDs are presented. The threshold ALDs are presented at the level of the domain, while the range ALDs are presented at the

level of the assessment target. The rows then repeat for each set of content categories under each specific domain.

Table 7. Example of Policy, Range, and Threshold ALD Matrix for Mathematics

Title: Mathematics, Grade Level				
Overall Claim (e.g., Grade 11 Mathematics)	Policy ALD for Level 1	Policy ALD for Level 2	Policy ALD for Level 3	Policy ALD for Level 4
Specific Content Claim 1 (e.g., “Explain and Apply”)	Content ALD Level 1 based on Claim 1	Content ALD Level 2 based on Claim 1	Content ALD Level 3 based on Claim 1	Content ALD Level 4 based on Claim 1
Content Category: Domain #1				
Expressions and Equations				
RANGE ALD for Assessment Target 1 (e.g., “Key Details”)	Range ALD for Level 1 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 2 based on Assessment Target 1 and CCSS standards that underlie Target 1	Range ALD for Level 3 based on Assessment Target 1 and CCSS standards that underlie Target 1 .	Range ALD for Level 4 based on Assessment Target 1 and CCSS standards that underlie Target 1
Assessment Target 2 (e.g., “Central Ideas”)	Range ALD for Level 1 ...	Range ALD for Level 2 ...	Range ALD for Level 3 ...	Range ALD for Level 4 ...
⋮	⋮	⋮	⋮	⋮
Threshold ALD for all Assessment Targets within Domain		Threshold ALD for Level 2 student derived from range ALDs for Content Category 1	Threshold ALD for Level 3 student derived from range ALDs for Content Category 1	Threshold ALD for Level 4 student derived from range ALDs for Content Category 1
Functions				
RANGE ALD for Assessment Target 3	Range ALD for Level 1 ...	Range ALD for Level 2 ...	Range ALD for Level 3 ...	Range ALD for Level 4 ...

Next Steps

The purpose of the ALD-writing workshop was to create drafts of the policy, range, and threshold ALDs and to finalize the draft college content-readiness definition and policy framework that would be reviewed and revised by a wider audience from the Smarter Balanced member states. The first public review provided an opportunity for a wide array of constituents to provide feedback to Smarter Balanced. The second review provided a final opportunity for member-state constituents to provide feedback. The next step is review by the Smarter Balanced Executive Team and the vote by the Governing States in mid-March to approve the initial ALDs and College Content-readiness Policy.

The following Achievement Level Descriptors were approved by state vote on March 20th 2013 and will inform Smarter Balanced in their ongoing development activities.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences.	Level 1 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of low complexity.	Level 2 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate complexity.	Level 3 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate-to-high complexity.	Level 4 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of unusually high complexity.
RANGE ALD Target 2. CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text.	Level 1 students should be able to identify central ideas, key events, or the sequence of events presented in texts of low complexity.	Level 2 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate complexity.	Level 3 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate-to-high complexity.	Level 4 students should be able to identify and summarize central ideas, key events, or the sequence of events presented in texts of unusually high complexity.
RANGE ALD Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of	Level 1 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.	Level 2 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.	Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.	Level 4 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.

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resources (e.g., beginning dictionary).				
RANGE ALD Target 4. REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message.	Level 1 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of low complexity.	Level 2 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate complexity.	Level 3 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate-to-high complexity.	Level 4 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).	Level 1 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of low complexity.	Level 2 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate complexity.	Level 3 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate-to-high complexity.	Level 4 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of unusually high complexity.
RANGE ALD Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.	Level 1 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of low complexity.	Level 2 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of moderate complexity.	Level 3 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, or connect information in texts of moderate-to-high complexity.	Level 4 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, and connect information in texts of unusually high complexity.
RANGE ALD Target 7. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.	Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.	Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.

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THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.	The student who just enters Level 3 should be able to: • Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.	The student who just enters Level 4 should be able to: • Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
Reading: Informational Texts				
RANGE ALD Target 8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.	Level 1 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of low complexity.	Level 2 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of moderate complexity.	Level 3 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of moderate-to-high complexity.	Level 4 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of unusually high complexity.

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RANGE ALD Target 9. CENTRAL IDEAS: Identify or summarize central ideas/key events or procedures and details that support them.	Level 1 students should be able to identify central ideas/key events, procedures, or details that support them in texts of low complexity.	Level 2 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate complexity.	Level 3 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate-to-high complexity.	Level 4 students should be able to identify and summarize central ideas/key events, procedures, and details that support them in texts of unusually high complexity.
RANGE ALD Target 10. WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).	Level 1 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.	Level 2 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.	Level 3 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.	Level 4 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic words (tier 2) with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.
RANGE ALD Target 11. REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author's point of view, ideas and supporting details, relationships).	Level 1 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of low complexity.	Level 2 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate complexity.	Level 3 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate-to-high complexity.	Level 4 students should be able to use supporting evidence to interpret and explain how information is presented and connected within or across texts of unusually high complexity.
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).	Level 1 students should be able to specify, integrate, or compare information within or across texts of low complexity.	Level 2 students should be able to specify, integrate, or compare information within or across texts of moderate complexity.	Level 3 students should be able to specify, integrate, and compare information within or across texts of moderate-to-high complexity.	Level 4 students should be able to specify, integrate, and compare information within or across texts of unusually high complexity.

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RANGE ALD Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.	Level 1 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.	Level 2 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate complexity.	Level 3 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate-to-high complexity.	Level 4 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of unusually high complexity.
RANGE ALD Target 14. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.	Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.	Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8–14		The student who just enters Level 2 should be able to: • Use details and information from the text to support answers or inferences in texts of low-to-moderate complexity. • Identify or summarize central ideas/key events or the procedures or details that support them in texts of low-to-moderate complexity. • Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low-to-moderate complexity. • Use supporting evidence to interpret and explain how information is presented across texts of low-to-moderate complexity. • Specify, integrate, or compare information within or across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low-to-moderate complexity.	The student who just enters Level 3 should be able to: • Use details and information from texts of moderate complexity to support answers or inferences. • Identify or summarize central ideas/key events or procedures or details that support them in texts of moderate complexity. • Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity. • Use supporting evidence to interpret and explain how information is presented across texts of moderate complexity. • Specify, integrate, and compare information within and across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, and connect information in texts of moderate	The student who just enters Level 4 should be able to: • Use explicit details and information from the text to support answers and inferences in highly complex texts. • Identify and summarize central ideas/key events, procedures, and details that support them in highly complex texts. • Begin to determine meanings of words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources in highly complex texts. • Begin to use supporting evidence to interpret and explain how information is presented across highly complex texts. • Begin to specify, integrate, and compare information within and across highly complex texts. • Demonstrate knowledge of text structures and text features to obtain, interpret, and explain information in highly complex texts. • Begin to interpret use of language by

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			complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.	distinguishing literal from non-literal meanings of words and phrases used in context in highly complex texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	Level 1 students should be able to provide minimal evidence that they can write simple compositions demonstrating minimal use of narrative techniques, chronology, structure, or transitional strategies for coherence.	Level 2 students should be able to provide partial evidence that they can write full compositions demonstrating some narrative techniques, chronology, structure, transitional strategies for coherence, or author's craft appropriate to purpose.	Level 3 students should be able to provide adequate evidence that they can write full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can write full, complex compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, and author's craft appropriate to purpose.

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RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write or revise one informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence or an appropriate conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts in which there may be minimal attention to purpose and audience, organization of ideas (e.g. underdeveloped focus) and structures and transitional strategies for coherence, as well as few supporting details and/or an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write full informational/explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas, inclusion of some structures and transitional strategies for coherence, some supporting details, and a simple conclusion.	Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and including well-developed supporting details and a strong conclusion.
RANGE ALD Target 5. USE TEXT FEATURES: Use text features (illustrations) in informational texts to enhance meaning.	Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use text features in informational text to enhance meaning.	Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use text features in informational text to enhance meaning.	Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.	Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.

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RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, in which there may be a poorly stated opinion about a topic or source, loosely organized ideas, few supporting reasons, or an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, occasionally demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, and provide an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, effectively organize ideas using linking words or phrases, develop supporting reasons, and provide a strong conclusion.
RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source, little attention to purpose and audience, few organized ideas, little statement of a context and focus, loose structures and transitional strategies for coherence, few supporting reasons, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.	Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write full, complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, effectively organize ideas by stating a well-developed context and focus, include complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate, strong conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use some language and vocabulary that is appropriate to purpose and audience when revising or composing texts.	Level 3 students should be able to provide adequate evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Level 4 students should be able to provide thorough evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.
RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar,	Level 1 students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply	Level 2 students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative,	Level 3 students should be able to provide adequate evidence that they can apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit	Level 4 students should be able to provide thorough evidence that they can apply and edit grade-level grammar, usage, and mechanics to clarify a message and edit

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usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	informational, and opinion texts.	narrative, informational, and opinion texts.	narrative, informational, and opinion texts.
RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to produce texts.	Level 1 students should be able to provide, with significant support (e.g., explicit directions, whole broken into parts), minimal evidence that they can use tools of technology to produce texts.	Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to produce texts.	Level 3 students should be able to provide adequate evidence that they can use tools of technology to produce texts.	Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to produce texts.
THRESHOLD ALD Writing Targets 1-10		The student who just enters Level 2 should be able to: • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial	The student who just enters Level 3 should be able to: • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience,	The student who just enters Level 4 should be able to: • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion

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		conclusion. • Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).	organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.	pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4.LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.	Level 1 students should be able to provide minimal evidence that they can interpret or use information delivered orally or audio-visually.	Level 2 students should be able to provide partial evidence that they can interpret or use information delivered orally or audio-visually.	Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.	Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).	The student who just enters Level 3 should be able to: Interpret and use information delivered orally or audio-visually without support.	The student who just enters Level 4 should be able to: Begin to critically interpret and use information delivered orally or audio-visually.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to answer a question or to investigate a topic or concept.	Level 1 students should be able to provide minimal evidence that they can conduct short, simple research projects to answer a question or investigate a topic or concept.	Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer a question or investigate a topic or concept.	Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or investigate a topic or concept.	Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer questions or investigate topics or concepts.
RANGE ALD Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details; select information from data or print and nonprint text sources.	Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and details; select information from data or print and non-print text sources.	Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.	Level 3 students should be able to provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.	Level 4 students should be able to provide thorough evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.
RANGE ALD Target 4. USE EVIDENCE: Generate opinions and cite evidence to support them based on prior knowledge and information collected.	Level 1 students should be able to provide minimal evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.	Level 2 students should be able to provide partial evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.	Level 3 students should be able to provide evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.	Level 4 students should be able to provide thorough evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.

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THRESHOLD ALD Research Targets 1, 2, and 4		The student who just enters Level 2 should be able to: • Conduct short simple research projects to answer a question or to investigate a topic or concept. • Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support. • Generate opinions with minimal evidence to support the opinions based on information collected.	The student who just enters Level 3 should be able to: • Conduct short, limited research projects to answer a question or to investigate a topic or concept. • Locate information to support central ideas and key details; select information from data or print and non-print text sources without support. • Generate opinions with evidence to support the opinion based on prior knowledge and information collected.	The student who just enters Level 4 should be able to: • Conduct short, more complex research projects to answer one or more questions or to investigate topics or concepts. • Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources. • Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Identify explicit details and implicit information from the text to support answers or inferences provided by the item.	Level 1 students should be able to identify details and information from low-complexity text to minimally support answers or inferences provided.	Level 2 students should be able to identify details and information from texts of moderate complexity to partially support answers or inferences provided.	Level 3 students should be able to identify explicit details and implicit information from texts of moderate-to-high complexity to adequately support answers or inferences provided.	Level 4 students should be able to identify and explain explicit details and implicit information from texts of unusually high complexity to support answers and inferences provided.
RANGE ALD Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.	Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.	Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.	Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly identify and summarize central ideas/key events in texts of unusually high complexity.
RANGE ALD Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g.,	Level 1 students should be able to minimally determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, or heavy reliance on use of resources in texts of low complexity.	Level 2 students should be able to partially determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.	Level 3 students should be able to adequately determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.

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dictionary, thesaurus).				
RANGE ALD Target 4. REASONING & EVIDENCE: Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author's message).	Level 1 students should be able to use supporting evidence to minimally justify/explain their own inferences in texts of low complexity.	Level 2 students should be able to use supporting evidence to partially justify/explain their own inferences in texts of moderate complexity.	Level 3 students should be able to use supporting evidence to adequately justify/explain their own inferences in texts of moderate-to-high complexity.	Level 4 students should be able to use extensive supporting evidence to justify/explain in depth their own inferences in texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).	Level 1 students should be able to minimally interpret, specify, or compare how information is presented across texts of low complexity.	Level 2 students should be able to partially interpret, specify, or compare how information is presented across texts of moderate complexity.	Level 3 students should be able to adequately interpret, specify, or compare how information is presented across texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly interpret, specify, or compare how information is presented across texts of unusually high complexity.
RANGE ALD Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.	Level 1 students should be able to relate minimal knowledge of text structures, genre-specific features, or formats in order to obtain, interpret, explain, or connect information within texts of low complexity.	Level 2 students should be able to relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.	Level 3 students should be able adequately relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of unusually high complexity.

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RANGE ALD Target 7. LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	Level 1 students should be able to minimally determine figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to partially determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.	Level 3 students should be able to adequately determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.	The student who just enters Level 3 should be able to: • Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.	The student who just enters Level 4 should be able to: • Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in

				highly complex texts.
<i>Reading: Informational Texts</i>				
RANGE ALD Target 8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented and provided to them.	Level 1 students should be able to identify details and information from the low-complexity text to minimally support answers or basic inferences about information presented and provided.	Level 2 students should be able to identify details and information from moderately complex text to partially support answers or basic inferences about information presented and provided.	Level 3 students should be able to identify explicit details and implicit information from moderate-to-high complexity text to adequately support answers or basic inferences presented and provided.	Level 4 students should be able to identify and explain explicit details and implicit information from the text to support answers and basic inferences presented and provided.
RANGE ALD Target 9. CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures.	Level 1 students should be able to minimally identify central ideas, key events, or procedures in texts of low complexity.	Level 2 students should be able to partially identify or summarize central ideas, key events, or procedures in texts of moderate complexity.	Level 3 students should be able to adequately identify or summarize central ideas, key events, or procedures in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly identify and summarize central ideas, key events, or procedures in texts of unusually high complexity.
RANGE ALD Target 10. WORD MEANINGS: Determine intended meanings of words, including academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	Level 1 students should be able to minimally determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or heavy reliance on use of resources in texts of low complexity.	Level 2 students should be able to partially determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to moderately complex texts.	Level 3 students should be able to adequately determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine the intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common in texts of unusually high complexity.
RANGE ALD Target 11. REASONING & EVIDENCE: Use supporting evidence to justify or interpret how information is presented or integrated	Level 1 students should be able to minimally use supporting evidence to justify or interpret how information is presented in texts of low complexity.	Level 2 students should be able to partially use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.	Level 3 students should be able to adequately use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly use detailed supporting evidence to justify or interpret how information is presented or integrated in texts of unusually high complexity.

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(author's reasoning, type of account, visual/graphic information, concepts, ideas).				
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).	Level 1 students should be able to minimally interpret, explain, or connect information presented within or across texts of low complexity.	Level 2 students should be able to partially interpret, explain, or connect information presented within or across texts of moderate complexity.	Level 3 students should be able to adequately interpret, explain, or connect information presented within or across texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly interpret, explain, or connect information presented within or across texts of unusually high complexity.
RANGE ALD Target 13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.	Level 1 students should be able to minimally relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.	Level 2 students should be able to partially relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.	Level 3 students should be able to adequately relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of unusually high complexity.
RANGE ALD Target 14. LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	Level 1 students should be able to minimally determine figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to partially determine or interpret, with support, figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.	Level 3 students should be able to adequately determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8–14		The student who just enters Level 2 should be able to: - Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. - Identify some central ideas, key events, and procedures with support. - Determine intended meanings of some	The student who just enters Level 3 should be able to: - Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. - Identify or summarize central ideas, key events, and procedures in texts	The student who just enters Level 4 should be able to: - Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. - Identify and summarize central ideas, key details, and procedures in

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		words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.	of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity. • Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.	highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, demonstrating minimal use of narrative techniques, chronology, or appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for	Level 1 students should be able to provide minimal evidence that they can write full, simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies for coherence.	Level 2 students should be able to provide partial evidence that they can write full compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 3 students should be able to provide adequate evidence that they can write full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can write full, complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.

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coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).				
RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including supporting evidence and some elaboration, or writing body paragraphs or a conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, adequately demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs and a strong conclusion appropriate to purpose and audience.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts on a topic, in which there may be some attendance to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and a simple conclusion.	Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion.

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RANGE ALD Target 5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.	Level 1 students should be able to provide, with significant support (e.g. explicit direction, step-by-step guidance), minimal evidence that they can use text features in informational texts to enhance meaning.	Level 2 students should be able to provide, with minimal support (e.g. directive and general feedback), partial evidence that they can use text features in informational texts to enhance meaning.	Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.	Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.
RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about a topic or source, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a briefly stated opinion about topics or sources, a loosely set context, partially organized ideas, loosely developed evidence/reasons and elaboration, or a conclusion with limited purpose and audience.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating the ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating the ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop a well-stated conclusion appropriate to purpose and audience.
RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write opinion pieces, in which they may occasionally demonstrate the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can write complex opinion pieces, demonstrating the ability to state opinions about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitions for coherence; develop strong supporting evidence/reasons and elaboration; and develop an appropriate, well-developed conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE:	Level 1 students should be able to provide, with significant support (e.g. explicit direction, step-by-step support),	Level 2 students should be able to provide, with minimal support (e.g. directive and general feedback), partial evidence they can use language	Level 3 students should be able to provide adequate evidence that they can strategically use language and vocabulary appropriate to	Level 4 students should be able to provide thorough evidence that they can strategically and effectively use language

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Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.	and vocabulary appropriate to purpose and audience when revising or composing texts.	purpose and audience when revising or composing texts.	and vocabulary appropriate to purpose and audience when revising or composing complex texts.
RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Level 1 students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Level 2 students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Level 3 students should be able to provide adequate evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Level 4 students should be able to provide thorough evidence that they can apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.	Level 1 students should be able to provide, with significant support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use tools of technology to gather information, make revisions, or produce texts.	Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to gather information, make revisions, or produce texts.	Level 3 students should be able to provide adequate evidence that they can use tools of technology to gather information, make revisions, or to produce texts.	Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to gather information, make revisions, and produce texts.
THRESHOLD ALD Writing Targets 1-10		The student who just enters Level 2 should be able to: • Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory	The student who just enters Level 3 should be able to: • Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence	The student who just enters Level 4 should be able to: • Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to

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		text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion. • Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).	or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.	organize ideas by stating focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning. • Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when
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				revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 1 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
<i>Listening</i>				
RANGE ALD Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.	Level 1 students should be able to provide minimal evidence that they can interpret and use information delivered orally or audio-visually with significant support (e.g., guided direction, repeated listening or viewing).	Level 2 students should be able to provide partial evidence that they can interpret and use information delivered orally or audio-visually with minimal support (e.g., directive feedback).	Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.	Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: • Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).	The student who just enters Level 3 should be able to: • Interpret and use information delivered orally or audio-visually without support.	The student who just enters Level 4 should be able to: • Begin to critically interpret and use information delivered orally or audio-visually.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.	Level 1 students should be able to provide minimal evidence that they can conduct simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.	Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.	Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.	Level 4 students should be able to provide thorough evidence that they can conduct research projects to critically answer multi-step questions or to effectively investigate and paraphrase different aspects of a broader topic or concept.
RANGE ALD Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.	Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and select information from data or print and non-print text sources.	Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources.	Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources.	Level 4 students should be able to provide thorough evidence that they can locate information to strongly support central ideas and subtopics, and select and integrate critical information from two or more data or print and non-print text sources.
RANGE ALD Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).	Level 1 students should be able to provide minimal evidence that they can distinguish relevant-irrelevant information with support (e.g., explicit direction).	Level 2 students should be able to provide partial evidence that they can distinguish relevant-irrelevant information with minimal support (e.g., directive or general feedback).	Level 3 students should be able to provide adequate evidence that they can distinguish relevant-irrelevant information.	Level 4 students should be able to provide thorough evidence that they can distinguish relevant-irrelevant information from multiple sources.

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RANGE ALD Target 4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.	Level 1 students should be able to provide minimal evidence that they can generate conjectures or opinions.	Level 2 students should be able to provide partial evidence that they can generate conjectures or opinions and include evidence to support them based on evidence collected.	Level 3 students should be able to provide adequate evidence that they can generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.	Level 4 students should be able to provide thorough evidence that they can generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on evidence collected and analyzed.
THRESHOLD ALD Research Targets 1-4		The student who just enters Level 2 should be able to: • Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.	The student who just enters Level 3 should be able to: • Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.	The student who just enters Level 4 should be able to: • Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Identify explicit details and implicit information from the text to support answers or inferences about information provided by the item.	Level 1 students should be able to minimally identify details and information to support answers regarding or inferences in texts of low complexity.	Level 2 students should be able to partially identify some details and information from the text to support answers regarding or inferences made in texts of moderate complexity.	Level 3 students should be able to adequately identify explicit details and implicit information to support answers regarding or inferences in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly identify explicit details and implicit information to support answers regarding or inferences in texts of unusually high complexity.
RANGE ALD Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.	Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.	Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.	Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly summarize central ideas/key events in texts of unusually high complexity.
RANGE ALD Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin	Level 1 students should be able to minimally determine the intended meaning of a few common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of low complexity.	Level 2 students should be able to partially determine the intended meaning of some common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate complexity.	Level 3 students should be able to adequately determine the intended or precise meaning of most common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine the intended or precise meaning of an extensive range of words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of unusually high complexity.

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roots, affixes), or use of resources (e.g., dictionary, thesaurus).				
RANGE ALD Target 4. REASONING & EVIDENCE: Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).	Level 1 students should be able to minimally use, with significant support (e.g., within highlighted text or a shorter passage), supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of low complexity.	Level 2 students should be able to use, with minimal support (e.g. directive or general feedback), some supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate complexity.	Level 3 students should be able to adequately use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate-to-high complexity.	Level 4 students should be able to use thorough and insightful supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).	Level 1 students should be able to compare, with significant support (e.g., within highlighted text or a shorter passage), how information is presented within texts of low complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).	Level 2 students should be able to compare, with minimal support (e.g., within highlighted text or a shorter passage), how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).	Level 3 students should be able to adequately analyze or compare how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).	Level 4 students should be able to provide an in-depth analysis or comparison of how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).
RANGE ALD Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	Level 1 students should be able to provide, with significant support (e.g., within highlighted text or a shorter passage), a minimal analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of low complexity and analyze the impact of those choices on meaning or presentation.	Level 2 students should be able to provide, with minimal support (e.g., within highlighted text or a shorter passage), a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate complexity and analyze the impact of those choices on meaning or presentation.	Level 3 students should be able to provide an adequate and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate-to-high complexity and analyze the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough and insightful analyses of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of unusually high complexity and analyze the impact of those choices on meaning or presentation.
RANGE ALD Target 7. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings	Level 1 students should be able to correctly identify, with significant support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.	Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity, as well as interpret their impact on reader interpretation.

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of words and phrases used in context.				
THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.	The student who just enters Level 3 should be able to: • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.	The student who just enters Level 4 should be able to: • Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
Reading: Informational Texts				
RANGE ALD Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them.	Level 1 students should be able to use, with significant support (e.g., highlighted text), limited information from text to support answers or inferences about information presented in texts of low complexity.	Level 2 students should be able to use, with minimal support (e.g., highlighted text), information from text to partially support answers or inferences about information presented in texts of moderate complexity.	Level 3 students should be able to adequately use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate-to-high complexity.	Level 4 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of unusually high complexity.

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RANGE ALD Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.	Level 1 students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.	Level 2 students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.	Level 3 students should be able to provide adequate summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough summaries of central ideas, key events, procedures, or topics and subtopics in texts of unusually high complexity.
RANGE ALD Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	Level 1 students should be able to determine, with significant support (e.g., within highlighted text or a shorter passage) and in texts of low complexity, the intended meaning of a few common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.	Level 2 students should be able to determine, with some support and in texts of moderate complexity, the intended meaning of some common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts.	Level 3 students should be able to adequately determine, in texts of moderate-to-high complexity, the intended meaning of common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.	Level 4 students should be able to thoroughly determine, in texts of unusually high complexity, the intended or precise meaning of most common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts.
RANGE ALD Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).	Level 1 students should be able to minimally use, with significant support (e.g., explicit directions, step-by-step support), supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of low complexity.	Level 2 students should be able to partially use supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.	Level 3 students should be able to use adequate supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.	Level 4 students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of unusually high complexity.
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts, showing	Level 1 students should be able to, with significant support (e.g., explicit directions, step-by-step support), minimally use evidence to compare how information (events, people, ideas, topic) is presented in texts of low complexity.	Level 2 students should be able to, with minimal support (e.g., directive feedback), partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity.	Level 3 students should be able to adequately analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly analyze or compare how information (events, people, ideas, topic) is presented within or across texts of unusually high complexity.

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relationships among targeted aspects (point of view, genre features, topic).				
RANGE ALD Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts.	Level 1 students should be able to relate, with significant support (e.g., explicit directions, step-by-step support), knowledge of text structures to identify information across texts of low complexity.	Level 2 students should be able to partially relate, with minimal support (e.g., directive feedback), knowledge of text structures to compare or make obvious connections using information across texts of moderate complexity.	Level 3 students should be able to adequately relate knowledge of text structures to effectively compare or connect information across texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly relate knowledge of text structures to make advanced comparisons or insightful connections using information across texts of unusually high complexity.
RANGE ALD Target 14. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context.	Level 1 students should be able to identify, with significant support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.	Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8-14		The student who just enters Level 2 should be able to: • Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or	The student who just enters Level 3 should be able to: • With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or	The student who just enters Level 4 should be able to: • Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how

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		genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.	across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.	information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured paragraph, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitions for coherence, and/or author's craft.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full compositions, demonstrating narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose.

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to purpose (closure, detailing characters, plot, setting, events).				
RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured informational/explanatory paragraph, minimally demonstrating an ability to organize ideas by stating a weak focus or weak supporting evidence, providing some elaboration, or writing weak body paragraphs or an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attendance to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including strong supporting evidence and elaboration and a well-developed and appropriate conclusion.
RANGE ALD Target 5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.	Level 1 students should be able to provide minimal evidence that they can use appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts that are consistent with meaning.	Level 2 students should be able to provide partial evidence that they can use some appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.	Level 3 students should be able to provide adequate evidence that they can use appropriate and effective text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.	Level 4 students should be able to provide thorough evidence that they can use effective and sophisticated text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.

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RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about topics or sources, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a limited statement of opinion about topics or sources, a loose context, minimally organized ideas, partially developed evidence/reasons and elaboration, and a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, or develop a well-stated conclusion appropriate to purpose and audience.
RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for coherence, some development of evidence/reasons, some elaboration, and a simple conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration, and developing a well-developed conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to provide, with significant support (e.g., select from a word list), minimal evidence that they can use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Level 2 students should be able to provide, with minimal support (e.g., with directive feedback), partial evidence that they can use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Level 3 students should be able to provide adequate evidence that they can strategically use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	Level 4 students should be able to provide thorough evidence that they can strategically use an extensive range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

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RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Level 1 students should be able to provide minimal evidence that they can edit text, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 2 students should be able to provide partial evidence that they can apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 3 students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 4 students should be able to provide thorough evidence that they can effectively apply and edit text, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.	Level 1 students should be able to provide, with substantial guidance and support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use the tools of technology (including the Internet) to produce and publish writing.	Level 2 students should be able to provide, with some guidance and support (e.g., whole broken into parts), partial evidence that they can use the tools of technology (including the Internet) to produce and publish writing.	Level 3 students should be able to provide adequate evidence that they can use the tools of technology (including the Internet) to produce and publish writing.	Level 4 students should be able to provide thorough evidence that they can effectively use the tools of technology (including the Internet) to produce and publish writing.
THRESHOLD ALD Writing Targets 1-10		The student who just enters Level 2 should be able to: • Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features	The student who just enters Level 3 should be able to: • Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience;	The student who just enters Level 4 should be able to: • Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic,

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		(headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion. • Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.	organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.	attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
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<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio-visually.	Level 1 students should be able to provide minimal evidence that they can retell and use information delivered orally or through audio-visual materials with significant support (e.g., guided direction, repeated listening or viewing).	Level 2 students should be able to provide partial evidence that they can summarize and use information delivered orally or through audio-visual materials with some support (e.g., directive feedback).	Level 3 students should be able to provide adequate evidence that they can accurately summarize and use information delivered orally or through audio-visual materials.	Level 4 students should be able to provide thorough evidence that they can critically summarize and use information delivered orally or through audio-visual materials.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).	The student who just enters Level 3 should be able to: Interpret and use information delivered orally or audio-visually.	The student who just enters Level 4 should be able to: Begin to critically interpret and use information delivered orally or audio-visually.

<i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.	Level 1 students should be able to provide minimal evidence that they can conduct short and simple research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.	Level 4 students should be able to provide thorough evidence that they can critically and effectively conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources.
RANGE ALD Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.	Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.	Level 4 students should be able to provide thorough evidence that they can critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.
RANGE ALD Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).	Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can gather and distinguish relevant information, summarize/paraphrase information	Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.	Level 3 students should be able to provide adequate evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.	Level 4 students should be able to provide thorough evidence that they can critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.

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	from multiple sources, and provide a list of sources.			
RANGE ALD Target 4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed.	Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can identify information from several sources on the same topic to generate an opinion and write about the subject knowledgeably.	Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.	Level 3 students should be able to provide adequate evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.	Level 4 students should be able to provide thorough evidence that they can critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.
THRESHOLD ALD Research Targets 1-4		The student who just enters Level 2 should be able to: • Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.	The student who just enters Level 3 should be able to: • Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.	The student who just enters Level 4 should be able to: • Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Use explicit details and implicit information from the text to support inferences or analyses of the information presented.	Level 1 students should be able to locate, with significant support (e.g., directed to limited text), textual evidence that minimally supports conclusions drawn from texts of low complexity.	Level 2 students should be able to cite textual evidence that partially supports conclusions drawn from texts of moderate complexity.	Level 3 students should be able to cite specific, sufficient, and relevant textual evidence to adequately support conclusions drawn from texts of moderate-to-high complexity.	Level 4 students should be able to cite specific, relevant, and substantial textual evidence to support conclusions drawn from texts of unusually high complexity.
RANGE ALD Target 2. CENTRAL IDEAS: Summarize central ideas/key events.	Level 1 students should be able to provide, with significant support (i.e., texts of low complexity or a shorter passage), a limited summary of a few central ideas/key events.	Level 2 students should be able to provide, with some support (i.e., texts of moderate complexity or a shorter passage), a brief summary of some central ideas/key events.	Level 3 students should be able to summarize central ideas, themes, and key events using relevant details from texts of moderate-to-high complexity to determine a theme or central idea and provide an objective summary.	Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the texts of unusually high complexity, including references to characterization and plot development.
RANGE ALD Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.

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RANGE ALD Target 4. REASONING & EVIDENCE: Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot).	Level 1 students should be able to use, with significant support (e.g., delimited text), minimal evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).	Level 2 students should be able to use partial textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).	Level 3 students should be able to use adequate textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).	Level 4 students should be able to use thorough and varied textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).	Level 1 students should be able to use minimal textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of low complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 2 students should be able to use partial textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 3 students should be able to use adequate textual evidence to analyze how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).	Level 4 students should be able to use thorough and varied textual evidence to analyze how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).
RANGE ALD Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation.	Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of text and the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of highly complex texts of unusually high complexity and the impact of those choices on meaning or presentation.
RANGE ALD Target 7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.	Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show minimal understanding of their impact on reader interpretation in texts of low complexity.	Level 2 students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show some understanding of their impact on reader interpretation in texts of moderate complexity,	Level 3 students should be able to provide adequate evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of unusually high complexity.

THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.	The student who just enters Level 3 should be able to: • With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.	The student who just enters Level 4 should be able to: • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
Reading: Informational Texts				
RANGE ALD Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources.	Level 1 students should be able to identify textual evidence that minimally supports an idea drawn about texts of low complexity.	Level 2 students should be able to cite relevant textual evidence to partially support an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate complexity.	Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate-to-high complexity.	Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.
RANGE ALD Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.	Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.	Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.

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RANGE ALD Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.
RANGE ALD Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence).	Level 1 students should be able to use evidence to minimally justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in texts of low complexity.	Level 2 students should be able to use evidence to partially justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.	Level 3 students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence) in texts of moderate-to-high complexity.	Level 4 students should be able to use supporting evidence to thoroughly justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas), in texts of unusually high complexity.
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.	Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify information (events, people, ideas, topics) or authors' points of view in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can compare how information (events, people, ideas, topics) is presented within or across texts of moderate complexity or how conflicting information across texts reveals authors' points of view.	Level 3 students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of moderate-to-high complexity or how conflicting information reveals authors' points of view.	Level 4 students should be able to provide thorough evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of unusually high complexity or how conflicting information across texts reveals authors' points of view.
RANGE ALD Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information.	Level 1 students should be able to provide, with significant support (e.g., within highlighted text or shorter low complexity texts), minimal knowledge of text structures or genre-specific features to analyze or integrate information.	Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or genre-specific features to analyze or integrate information in texts of unusually high complexity.

RANGE ALD Target 14. LANGUAGE USE: Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.	Level 1 students should be able to provide minimal evidence that they can interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine or interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the intent and impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8-14		The student who just enters Level 2 should be able to: • Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.	The student who just enters Level 3 should be able to: • With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.	The student who just enters Level 4 should be able to: • Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures across texts.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; use some descriptive details; and use some sensory language to convey experiences or author's craft appropriate to purpose, including a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author's craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).	Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

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RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus; providing minimal supporting evidence and some elaboration; or writing body paragraphs or an underdeveloped conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate to purpose and audience.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, structures and transitional strategies for coherence; include some evidence and elaboration; and provide a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.
RANGE ALD Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.	Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.	Level 3 students should be able to adequately employ text features and visual components appropriate to purpose.	Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.

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RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include transitional words or phrases; loosely develop evidence/reasons and elaboration; or include a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; partially establish and support a claim; partially organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partially developed conclusion using a formal style.	Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.	Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.
RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose, audience, and organization; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument texts, demonstrating ability to state claims about topics or sources; partially attend to purpose, audience, and organization; include some structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex argument texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.	Level 2 students should be able to use, with minimal support (e.g., with resources), some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.

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RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.	Level 1 students should be able to provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 2 students should be able to provide partial evidence that they can apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 3 students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Level 4 students should be able to provide thorough evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.	Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.	Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.	Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.	Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.
THRESHOLD ALD Writing Targets 1-10		The student who just enters Level 2 should be able to: • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	The student who just enters Level 3 should be able to: • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	The student who just enters Level 4 should be able to: • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or

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		• Demonstrate limited use of technology, including the Internet, to produce and publish writing.	• Demonstrate some use of technology, including the Internet, to produce and publish writing.	composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to provide minimal evidence that they can identify speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.	The student who just enters Level 3 should be able to: Engage and interact with media and source materials and account for elements that contribute to points of view.	The student who just enters Level 4 should be able to: Effectively engage and interact with media and source materials and account for elements that contribute to points of view.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topic and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.	Level 1 students should be able to provide minimal evidence that they can conduct simple and short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on a limited number of sources including various multimedia components.	Level 2 students should be able to provide partial evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on multiple sources including various multimedia components.	Level 3 students should be able to provide adequate evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.	Level 4 students should be able to provide thorough evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.
RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Level 1 students should be able to provide minimal evidence that they can compare and contrast one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 2 students should be able to provide partial evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 3 students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.	Level 4 students should be able to provide thorough evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.

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RANGE ALD Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.	Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.
RANGE ALD Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.	Level 1 students should be able to provide minimal evidence that they can generate a claim/main idea and cite some evidence to support analyses, arguments, or critiques.	Level 2 students should be able to provide partial evidence that they can generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.	Level 3 students should be able to provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.	Level 4 students should be able to provide thorough evidence that they generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.
THRESHOLD ALD Research Targets 1-4		The student who just enters Level 2 should be able to: • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.	The student who just enters Level 3 should be able to: • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.	The student who just enters Level 4 should be able to: • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn.	Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.	Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.	Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.	Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.
RANGE ALD Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text.	Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.	Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text.	Level 3 students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary.	Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the text, including references to characterization and plot development.
RANGE ALD Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.

RANGE ALD Target 4. REASONING & EVIDENCE: Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made.	Level 1 students should be able to use minimal evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of low complexity.	Level 2 students should be able to use partial textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate complexity.	Level 3 students should be able to use an adequate range of relevant textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate-to-high complexity.	Level 4 students should be able to use thorough and varied textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.	Level 1 students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types.	Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.	Level 3 students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.	Level 4 students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.
RANGE ALD Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations).	Level 1 students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of texts and provide limited explanation of the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.
RANGE ALD Target 7. LANGUAGE USE: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation.	Level 1 students should be able to provide minimal evidence that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.

THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.	The student who just enters Level 3 should be able to: • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	The student who just enters Level 4 should be able to: • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
Reading: Informational Texts				
RANGE ALD Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented.	Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.	Level 2 students should be able to cite relevant textual evidence to partially support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.	Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.	Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.

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RANGE ALD Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics.	Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.	Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
RANGE ALD Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.
RANGE ALD Target 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas).	Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Level 2 students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 3 students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 4 students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and compare relationships within or across texts (point of view, genre features, topic).	Level 1 students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 2 students should be able provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

RANGE ALD Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.	Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and minimally compare/analyze the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and partially compare/analyze the impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and adequately compare/analyze the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and thoroughly compare/analyze the impact of those choices on meaning or presentation.
RANGE ALD Target 14. LANGUAGE USE: Interpret intent of figurative language (e.g., cliché, pun, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context.	Level 1 students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8-14		The student who just enters Level 2 should be able to: - Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. - Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. - Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. - Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation	The student who just enters Level 3 should be able to: - Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. - Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. - Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. - Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the	The student who just enters Level 4 should be able to: - Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. - Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information - Delineate and evaluate the argument assessing whether the reasoning is sound. - Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

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		regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.	impact of those word choices on reader interpretation of texts of moderate complexity.	regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing), appropriate text structures, and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; use some descriptive details; and use some sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).	Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; and use some descriptive details and some sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/ton, providing appropriate transitional	Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus, provide minimal supporting evidence and elaboration, or write body paragraphs or a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying transitional strategies for coherence or including supporting evidence and elaboration, or by writing body paragraphs or a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion	Level 4 students should be able to provide thorough evidence that they can write or revise more than one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence and including strong supporting evidence and

strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.			appropriate to purpose and audience.	elaboration, and by writing body paragraphs or a strong conclusion appropriate to purpose and audience.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus; develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence; develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory texts on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence; include minimal evidence and elaboration; and develop a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration; and provide a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration; and provide an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration; and provide a well-developed, effective conclusion.
RANGE ALD Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.	Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.	Level 3 students should be able to adequately employ effective text features and visual components appropriate to purpose.	Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.
RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include ideas and transitional words or phrases; loosely develop evidence/reasons and elaboration; or include a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partial conclusion using a formal style.	Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.	Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; and develop a well-stated conclusion appropriate to purpose and audience using a formal style.

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RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument texts, partially demonstrating ability to state claims about topics or sources; partially attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full argumentative texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.	Level 2 students should be able to use, with minimal support (e.g., with resources), some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.
RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.	Level 1 students should be able to provide minimal evidence that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 2 students should be able to provide partial evidence that they can write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 3 students should be able to provide adequate evidence that they can write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 4 students should be able to provide thorough evidence that they can write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.	Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.	Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.	Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.	Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.

THRESHOLD ALD Writing Targets 1-10		The student who just enters Level 2 should be able to: • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.	The student who just enters Level 3 should be able to: • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.	The student who just enters Level 4 should be able to: • Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to provide minimal evidence that they can identify speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.	The student who just enters Level 3 should be able to: Engage and interact with media and source materials and account for elements that contribute to points of view.	The student who just enters Level 4 should be able to: Effectively engage and interact with media and source materials and account for elements that contribute to points of view.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, an issue, or a problem, analyzing concepts and supporting evidence.	Level 1 students should be able to provide minimal evidence that they can conduct short research projects to answer a question or problem, drawing on a limited number of sources, including multimedia components, and generate a minimal number of related questions for further research and investigation.	Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer a question or problem, drawing on multiple sources, including multimedia components, and generate additional related questions for further research and investigation.	Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.	Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation.
RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Level 1 students should be able to provide minimal evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 2 students should be able to provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RANGE ALD Target 3. EVALUATE INFORMATION/ SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.

Grade 7

RANGE ALD Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.	Level 1 students should be able to provide minimal evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 2 students should be able to provide partial evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 3 students should be able to provide adequate evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 4 students should be able to provide thorough evidence that they introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.
THRESHOLD ALD Research Targets 1-4		The student who just enters Level 2 should be able to: • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.	The student who just enters Level 3 should be able to: • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.	The student who just enters Level 4 should be able to: • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn.	Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.	Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.	Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.	Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.
RANGE ALD Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text.	Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.	Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text.	Level 3 students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary.	Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the text, including references to characterization and plot development.
RANGE ALD Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.

Grade 8

RANGE ALD Target 4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue).	Level 1 students should be able to cite minimal evidence to justify analysis regarding theme, story elements, and point of view, in texts of low complexity.	Level 2 students should be able to partially cite textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of moderate complexity.	Level 3 students should be able to adequately cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.	Level 1 students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types.	Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.	Level 3 students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.	Level 4 students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.
RANGE ALD Target 6. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation.	Level 1 students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of texts of low complexity and provide limited explanation of the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate complexity and explain the impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate-to-high complexity and explain the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of texts of unusually high complexity and explain the impact of those choices on meaning or presentation.
RANGE ALD Target 7. LANGUAGE USE: Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	Level 1 students should be able to provide minimal evidence that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.

THRESHOLD ALD Reading Targets 1-7		The student who just enters Level 2 should be able to: • Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.	The student who just enters Level 3 should be able to: • Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	The student who just enters Level 4 should be able to: • Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
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<i>Reading: Informational Texts</i>				
RANGE ALD Target 8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.	Level 2 students should be able to cite relevant textual evidence to partially support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.	Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.	Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.
RANGE ALD Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.	Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.	Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.	Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.
RANGE ALD Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words) based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary).	Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity.	Level 4 students should be able to determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.
RANGE ALD Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose to support claims, concepts, ideas; relevance of evidence or elaboration to support claims).	Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.	Level 2 students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 3 students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.	Level 4 students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.

RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze one or more texts to determine how connections are made among topics/information presented or how conflicting information or presentation format reveals author interpretation of the topic.	Level 1 students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 2 students should be able to provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.	Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.
RANGE ALD Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation.	Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts of low complexity and minimally compare/analyze the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity and partially compare/analyze the impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate-to-high complexity and adequately compare/analyze the impact of those choices on meaning or presentation.	Level 4 students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of unusually high complexity and thoroughly compare/analyze the impact of those choices on meaning or presentation.
RANGE ALD Target 14. LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.	Level 1 students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity.	Level 2 students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8-14		The student who just enters Level 2 should be able to: - Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. - Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. - Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially	The student who just enters Level 3 should be able to: - Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. - Determine connotative and denotative meanings of words and phrases. - Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. - Analyze a case in which two or more texts provide conflicting information on the	The student who just enters Level 4 should be able to: - Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. - Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. - Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word

		delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.	same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.	structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing), appropriate text structures, and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative strategies; structures; transitional strategies for coherence; descriptive details; and sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
RANGE ALD Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).	Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative strategies, structures, and occasional transitional strategies for coherence; and use minimal descriptive details and minimal sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organize ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus, providing minimal supporting evidence and elaboration, or writing a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying transitional strategies for coherence or including supporting evidence and elaboration, or by writing body paragraphs or a conclusion.	Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can write or revise more than one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence and including strong supporting evidence and elaboration, and by writing body paragraphs or a strong conclusion appropriate to purpose and audience.
RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; and minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence, including minimal evidence and elaboration, and developing a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; and organize ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and providing a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; and organize ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and providing an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; and organize ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and providing a well-developed, effective conclusion.
RANGE ALD Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.	Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.	Level 3 students should be able to adequately employ effective text features and visual components appropriate to purpose.	Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.
RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and	Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include ideas and use transitional words or phrases; loosely	Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partial conclusion using a formal style.	Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting	Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using

supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.	develop evidence/reasons and elaboration; or include a minimal conclusion.		evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.	transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.
RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.	Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument pieces, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.	Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument pieces partially demonstrating ability to state claims about topics or sources; partially attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full argumentative texts, clearly demonstrating ability to state claims about topics or sources; effectively attending to purpose and audience; strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.	Level 2 students should be able to use, with minimal support (e.g., with resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.
RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts	Level 1 students should be able to provide minimal evidence that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 2 students should be able to provide partial evidence that they can write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 3 students should be able to provide adequate evidence that they can write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).	Level 1 students should be able to provide thorough evidence that they can write or edit texts, demonstrating a thorough understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).

Grade 8

RANGE ALD Target 10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts.	Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.	Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.	Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.	Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.
THRESHOLD ALD Writing Targets 1 -10		The student who just enters Level 2 should be able to: • Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.	The student who just enters Level 3 should be able to: • Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.	The student who just enters Level 4 should be able to: • Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).

				Effectively use technology, including the Internet, to produce and publish writing.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually.	Level 1 students should be able to provide minimal evidence that they can identify the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.	Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use the speakers' details, claim, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.	The student who just enters Level 3 should be able to: Engage and interact with media and source materials and account for elements that contribute to points of view.	The student who just enters Level 4 should be able to: Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	Level 1 students should be able to provide minimal evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on a limited number of sources, including multimedia components; and generate additional related focused questions for further research and investigation.	Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including multimedia components; and generate additional related focused questions for further research and investigation.	Level 3 students should be able to provide adequate evidence that they can gather and conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including various multimedia components; and generate additional related focused questions for further research and investigation.	Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including various multimedia components; and generate additional related focused questions for further research and investigation.
RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)	Level 1 students should be able to provide minimal evidence that they can identify a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 2 students should be able to provide partial evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 3 students should be able to provide adequate evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Level 4 students should be able to provide thorough evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RANGE ALD Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.	Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.	Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.

RANGE ALD Target 4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.	Level 1 students should be able to provide minimal evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 2 students should be able to provide partial evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 3 students should be able to provide adequate evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.	Level 4 students should be able to provide thorough evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.
THRESHOLD ALD Research Targets 1-4		The student who just enters Level 2 should be able to: • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.	The student who just enters Level 3 should be able to: • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.	The student who just enters Level 4 should be able to: • Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>
Reading: Literary Texts				
RANGE ALD Target 1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.	Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.	Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity.	Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.
RANGE ALD Target 2 CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.	Level 1 students should be able to use explicit details to minimally summarize central ideas or key events.	Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details.	Level 3 students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using adequate support and relevant details.	Level 4 students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the text, using supporting ideas and relevant, well-chosen details.
RANGE ALD Target 3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.	Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.	Level 3 students should be able to adequately determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or resources effectively, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.	Level 4 students should be able to thoroughly determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.

RANGE ALD Target 4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).	Level 1 students should be able to provide minimal evidence that they can apply reasoning and a limited range of textual evidence to justify simple inferences or judgments made with regard to themes, characters, and point of view or discourse style on plot/subplot development.	Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development.	Level 3 students should be able to provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of unusually high complexity.
RANGE ALD Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.	Level 1 students should be able to provide minimal evidence of analysis of interrelationships among literary elements within a text of low complexity or how a pair of texts of low complexity addresses a topic or theme.	Level 2 students should be able to provide partial evidence of analysis of interrelationships among literary elements within a text of moderate complexity or multiple texts of moderate complexity with similar themes, topics, or source materials.	Level 3 students should be able to provide evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts of moderate-to-high complexity or how different texts address topics, themes, or use source materials.	Level 4 students should be able to provide evidence of a thorough and insightful analysis of interrelationships among literary elements within texts of unusually high complexity and how different texts address themes, topics, or use source materials.
RANGE ALD Target 6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	Level 1 students should be able to provide minimal evidence that they can identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of low complexity and provide a minimal explanation of the impact of those choices on meaning or presentation.	Level 2 students should be able to provide partial evidence that they can describe and distinguish text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate complexity and explain the obvious impact of those choices on meaning or presentation.	Level 3 students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate-to-high complexity and explain the impact(s) of those choices on meaning and/or presentation.	Level 4 students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of unusually high complexity and critique the complex impact(s) of those choices on meaning and/or presentation.
RANGE ALD Target 7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	Level 1 students should be able to minimally determine the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to words in context).	Level 2 students should be able to partially determine the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices on meaning and/or tone in texts of moderate complexity and with some support (e.g., limiting context).	Level 3 students should be able to adequately determine and analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly determine, analyze, and critique the use of figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of unusually high complexity.

THRESHOLD ALD Reading Targets 1–7		The student who just enters Level 2 should be able to: - Identify key textual evidence to attempt to support simple inferences or conclusions. - Provide a simple summary of key events and/or details of a text. - Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. - Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. - Analyze some interrelationships of literary elements in texts of low to moderate complexity. - Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. - Identify elements that contribute to points of view and how they impact meaning. - Identify and determine meaning and impact of figurative language.	The student who just enters Level 3 should be able to: - Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. - Summarize themes and some analysis of thematic development over the course of the text using relevant details. - Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. - Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. - Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). - Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. - Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.	The student who just enters Level 4 should be able to: - Identify and analyze textual evidence in texts of high complexity. - Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. - Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. - Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. - Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. - Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity. - Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. - Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. - Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
Reading: Informational Texts				
RANGE ALD Target 8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts.	Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.	Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.	Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity	Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.

RANGE ALD Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.	Level 1 students should be able to use explicit details to minimally summarize central ideas, topics, key events, or procedures in texts of low complexity.	Level 2 students should be able to partially summarize central ideas, topics, key events, or procedures from a text using limited supporting ideas or relevant details in texts of moderate complexity.	Level 3 students should be able to adequately summarize central ideas, topics, key events, or procedures from a text using adequate supporting ideas and relevant details in texts of moderate-to-high complexity.	Level 4 students should be able to thoroughly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details in texts of unusually high complexity.
RANGE ALD Target 10 WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).	Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines.	Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.	Level 3 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation adequately, using context and multiple-word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.	Level 4 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation thoroughly, using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.
RANGE ALD Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).	Level 1 students should be able to provide minimal evidence that they can use limited reasoning and a limited range of textual evidence to support explanations of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).	Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).	Level 3 students should be able to provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas), especially with texts of moderate-to-high complexity.	Level 4 students should be able to provide evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ ideas), especially with texts of unusually high complexity.
RANGE ALD Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.	Level 1 students should be able to provide minimal evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features in texts of low complexity.	Level 2 students should be able to provide partial evidence of analysis of connections in the development of ideas or events or development of topics, themes, or some rhetorical features in texts of moderate complexity.	Level 3 students should be able to provide evidence of an adequate analysis how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of moderate-to-high complexity.	Level 4 students should be able to provide evidence of a thorough analysis of how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of unusually high complexity.

RANGE ALD Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.	Level 1 students should be able to provide minimal evidence that they can identify aspects of text structures or formats or genre features (e.g., graphic/visual information) and minimally identify and/or explain relationships between text structures or text features and meaning in texts of low complexity.	Level 2 students should be able to provide partial evidence that they can identify some aspects of text structures or formats or genre features (e.g., graphic/visual information) and indicate some relationships between text structures or text features on meaning or presentation in texts of moderate complexity.	Level 3 students should be able to provide adequate evidence that they can relate text structures or formats and/or genre features (e.g., graphic/visual information) and integrate information or analyze the impact on meaning or presentation in texts of moderate-to-high complexity.	Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or formats and/or genre features and analyze their impact on meaning or presentation, including integration of visual information with information presented in words in texts of unusually high complexity.
RANGE ALD Target 14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.	Level 1 students should be able to provide evidence of a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify denotative meanings of words used in context and a minimal connection of these word choices on meaning in texts of low complexity.	Level 2 students should be able to provide a partial analysis of the figurative (e.g., oxymoron, hyperbole) or connotative meanings of words and phrases used in context and a partial explanation of the impact of these word choices on meaning and tone in texts of moderate complexity.	Level 3 students should be able to provide evidence of an adequate analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and explain the impact of these word choices on meaning and tone in texts of moderate-to-high complexity.	Level 4 students should be able to provide a thorough analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and thoroughly explain the impact of these word choices on meaning and tone in texts of unusually high complexity.
THRESHOLD ALD Reading Targets 8–14		The student who just enters Level 2 should be able to: - Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. - Provide a simple summary of key events and/or details of a text. - Use sentence- and paragraph-level context and resources to determine meanings of words. - Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. - Analyze the connection of ideas within and between texts of low-to-moderate complexity. - Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. - Demonstrate emerging knowledge of obvious genre interpretations and ideas. - Have limited engagements and interaction with source materials in common. - Partially account for elements that contribute to points of view. - Identify and begin to determine meaning and	The student who just enters Level 3 should be able to: - Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. - Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. - Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. - Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. - Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.	The student who just enters Level 4 should be able to: - Identify and analyze textual evidence in texts of high complexity. - Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. - Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. - Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. - Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. - Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity.

		impact of figurative language.	• Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.	• Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>
Writing				
RANGE ALD Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator's point of view, or use dialogue when describing an event or advance action).	Level 1 students should be able to provide minimal evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies, resulting in narrative writing or revisions that show minimal coherence and use of details when writing brief narrative texts.	Level 2 students should be able to provide partial evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using some details when writing or revising brief narrative texts.	Level 3 students should be able to provide adequate evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using relevant details and precise words and phrases when writing or revising brief narrative texts.	Level 4 students should be able to provide thorough evidence that they can apply effective narrative strategies, text structures, and transitional strategies for coherence, using relevant, vivid details and precise words and phrases when writing or revising brief narrative texts.
RANGE ALD Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief informational/explanatory text, resulting in writing that may have weak coherence, minimal use of supporting evidence and/or elaboration, and/or a weak conclusion.	Level 2 students should be able to provide partial evidence that they can apply strategies when writing or revising a brief informational/explanatory text, resulting in writing with a partially developed topic and elaboration and/or some attention to purpose and audience.	Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a suitable focus/tone, and including relevant supporting evidence and elaboration with adequate attention to purpose and audience.	Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and including relevant and strategically chosen supporting evidence.

RANGE ALD Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence.	Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion.	Level 3 students should be able to provide adequate evidence that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.	Level 4 students should be able to provide thorough evidence that they can write strategically developed informational/explanatory texts appropriate for purpose and audience by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and critically assessing and synthesizing supporting evidence from sources, as appropriate.
RANGE ALD Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.	Level 1 students should be able to provide evidence that they can minimally use text features and/or visual components with minimal attention to purpose.	Level 2 students should be able to provide evidence that they can partially use some text features and/or visual components with limited attention to purpose.	Level 3 students should be able to provide evidence that they can adequately use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.	Level 4 students should be able to provide thorough evidence that they can effectively use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.
RANGE ALD Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).	Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief argumentative texts, resulting in texts that may have weak coherence, weakly articulated claims, minimal use of supporting evidence, and/or weak attention to audience and purpose.	Level 2 students should be able to provide partial evidence that they can apply some strategies when writing or revising brief argumentative texts, supporting a claim with limited evidence and limited attention to counterclaims, using limited transitional strategies for coherence, and language that attempts to establish an objective focus/tone.	Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief argumentative texts to develop a precise claim by clearly organizing and citing relevant supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using appropriate language to maintain a suitable focus/tone.	Level 4 students should be able to provide thorough evidence that they can apply a variety of effective strategies when writing or revising brief argumentative texts to develop a precise claim by strategically organizing and citing relevant and persuasive supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using precise and vivid language to maintain a suitable focus/tone.

RANGE ALD Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.	Level 1 students should be able to provide minimal evidence that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.	Level 2 students should be able to provide partial evidence that they can write argumentative texts that support claims with evidence or acknowledge counterclaims that show a partial understanding of organization, audience, and purpose.	Level 3 students should be able to provide adequate evidence that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone.	Level 4 students should be able to provide thorough evidence that they can write effectively developed argumentative texts to support a precise, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/tone.
RANGE ALD Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	Level 1 students should be able to provide minimal evidence that they can use precise language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of purpose and audience when revising or composing texts.	Level 2 students should be able to provide partial evidence that they can use precise language, vocabulary and style, using some varied syntax, vocabulary, and style when revising and composing texts that may show limited attention to audience and purpose.	Level 3 students should be able to provide adequate evidence that they can use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.	Level 4 students should be able to provide thorough evidence that they can strategically use vivid, precise, and varied syntax, vocabulary (including extensive use of academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
RANGE ALD Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 1 students should be able to provide minimal evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 2 students should be able to provide partial evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 3 students should be able to provide adequate evidence that they can apply and edit with consistent understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Level 4 students should be able to provide thorough evidence that they can apply and edit with advanced understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
RANGE ALD Target 10 TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.	Level 1 students should be able to use, with significant support (e.g., explicit directions), some tools of technology to gather information, make revisions, or produce texts.	Level 2 students should be able to use, with some support (e.g., whole broken into parts), tools of technology to gather information, make revisions, or produce texts.	Level 3 students should be able to adequately use tools of technology to gather information, make revisions, or produce texts.	Level 4 students should be able to evaluate and select tools of technology based on appropriateness to gather information, make revisions, or produce texts.

THRESHOLD ALD
Writing Targets 1 and
3–10

- The student who just enters Level 2 should be able to:
- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
 - Use minimal relevant details when writing or revising brief narrative texts.
 - Use minimal support and elaboration when writing brief informational/explanatory texts.
 - Demonstrate some ability to use appropriate text features.
 - Produce argumentative texts and attempt to acknowledge a counterclaim.
 - Demonstrate some awareness of audience and purpose when writing.
 - Pay limited attention to word choice and/or syntax.
 - Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
 - Apply some revisions to narrative, informational, and argument texts.
 - Use basic technology, with support, for gathering information, making revisions, or producing texts.

- The student who just enters Level 3 should be able to:
- Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
 - Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.
 - Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
 - Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.
 - Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone.
 - Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.
 - Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.

- The student who just enters Level 4 should be able to:
- Apply effective writing strategies and processes when writing and revising texts for all purposes.
 - Use precise language.
 - Use relevant and persuasive evidence.
 - Assess and synthesize supporting evidence.
 - Select technological tools based on appropriateness.
 - Apply grade-appropriate editing and revising skills.

			• Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.	
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<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>	<i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>
Listening				
RANGE ALD Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials.	SL-2 Level 1 students should be able to provide minimal evidence that they can identify the sources a speaker uses to support a point of view. SL-3 Level 1 students should be able to provide minimal evidence that they can identify or articulate a speaker's point of view.	SL-2 Level 2 students should be able to provide partial evidence that they can evaluate sources presented in diverse media (e.g., visually, quantitatively, orally) for credibility and reliability. SL-3 Level 2 students should be able to provide partial evidence that they can evaluate a speaker's or source's point of view, reasoning, and use of evidence.	SL-2 Level 3 students should be able to provide adequate evidence that they can accurately synthesize content from a diversity of source materials and media, discriminating for relevance and soundness among a range of presentations of information. SL-3 Level 3 students should be able to provide adequate evidence that they can listen carefully for point of view and analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.	SL-2 Level 4 students should be able to provide evidence of thorough and insightful integration of diverse source materials from diverse perspectives. SL-3 Level 4 students should be able to provide thorough evidence that they can systematically and meticulously evaluate the ways that uses of evidence, implicit premises, and contributions of rhetorical stylistic choices enhance or undermine points of view.
THRESHOLD ALD Listening Target 4		The student who just enters Level 2 should be able to: Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.	The student who just enters Level 3 should be able to: - Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. - Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.	The student who just enters Level 4 should be able to: - Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. - Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.

<i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>	<i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>	<i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>
<i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>	<i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>	<i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>	<i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>
Research				
RANGE ALD Target 1. PLAN/RESEARCH: Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.	Level 1 students should be able to provide minimal evidence that they can use the results of an Internet search when exploring a topic, an issue, or a problem and conducting an examination of the research results.	Level 2 students should be able to provide partial evidence that they can use research/inquiry methods when exploring a topic, an issue, or a problem, demonstrating limited ability to select sources and examine relationships among concepts or perspectives in research results.	Level 3 students should be able to provide adequate evidence that they can use research/inquiry methods to purposefully explore a topic, an issue, or a problem, selecting from and analyzing diverse sources, and exploring the interrelationships among the concepts and perspectives.	Level 4 students should be able to provide thorough evidence that they can use research/inquiry methods to purposefully engage with a topic, evaluating and synthesizing the uses and limitations of a variety of sources from diverse perspectives, and then judiciously employing multimodal resources in a sustained exploration of a topic.
RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	Level 1 students should be able to provide minimal evidence that they can gather sources and examine their appropriateness for supporting a presentation on a topic.	Level 2 students should be able to provide partial evidence that they can gather sources to use to support a presentation on a topic and examine the sources to determine how the information may be integrated.	Level 3 students should be able provide adequate evidence that they can gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic.	Level 4 students should be able provide thorough evidence that they can synthesize multiple sources and formats of relevant, authoritative information and discriminate among them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.
RANGE ALD Target 3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources.	Level 1 students should be able to use a minimal number of sources that are easily available and evaluate them superficially when conducting research.	Level 2 students should be able to locate some relevant sources of information and partially evaluate them for relevancy, accuracy, and completeness.	Level 3 students should be able to search for relevant, authoritative information and adequately evaluate the uses and limitations of source material and its influence on the authority of their own writing.	Level 4 students should be able to conduct a thorough and purposeful search for relevant information from diverse, authoritative sources, systematically evaluate their uses and limitations; and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own writing.

RANGE ALD Target 4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures.	Level 1 students should be able to provide minimal evidence that they can generate and support factual or opinion-based statements, claims, or ideas.	Level 2 students should be able to provide partial evidence that they can generate a claim and then support it with adequate evidence.	Level 3 students should be able to provide adequate evidence that they can generate a specific, debatable claim or main idea and cite relevant evidence to support arguments or conjectures.	Level 4 students should be able provide thorough evidence that they can generate an authoritative and insightful claim and cite substantial, compelling, and relevant supporting evidence to support arguments or conjectures.
THRESHOLD ALD Research Targets 1–4		The student who just enters Level 2 should be able to: • Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.	The student who just enters Level 3 should be able to: • Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.	The student who just enters Level 4 should be able to: • Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.