HAWAII ALTERNATE ASSESSMENT

PERFORMANCE LEVEL DESCRIPTORS

ENGLISH LANGUAGE ARTS

PERFORMANCE LEVEL DESCRIPTORS

Selected HSA-Alt Range Performance Level Descriptors include a new (w) symbol, which denotes standards that may be associated with the workplace, and, therefore, address needs identified in the Workforce Innovation and Opportunity Act (WIOA). The Workforce Innovation and Opportunity Act (WIOA) "seeks to increase the employment, career advancement, and economic self-sufficiency of people with disabilities through collaborative federal, state, and local partnerships" (Thurlow, Nye-Lengerman, and Lazarus, 2019). The *Workforce Innovation and Opportunity Act Appendix* within this document lists the identified standard, essence statement, and "Meets" Performance Level Descriptor for that standard, as well as the associated skills that students would demonstrate when engaged in postsecondary education and competitive integrated employment.

Grade 3 English Language Arts
Performance Level Descriptors

		Performance Level Descriptors			
Common Core Standard	**Essence Statement**	**Well Below**	**Approaches**	**Meets**	**Exceeds**

READING LITERATURE STANDARDS

Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Evidence from the text is necessary to support comprehension.	Match a picture to an object in the text.	Identify an explicit detail in the text (e.g., who, what, when, where).	Answer literal questions related to something concrete (i.e., tangible, sensory) in the text.	Answer literal questions based on details from the text.
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	The central message, lesson, or moral of the story (e.g., a fable, folktale, or myth) can be determined through key details.	Match a picture to an event in the story.	Distinguish between a detail (e.g., an event) and a lesson in the story.	Given key details from the story, determine the central message/ lesson/moral.	Using a key detail from the story, describe the message/lesson/moral.
CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Characters' actions contribute to a story's plot.	Match a picture to a character.	Identify a character's trait, motivation, or feeling.	Describe a character's traits, motivations, or feelings.	Explain how a character feels about an event.
CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Words and phrases can have different meanings, depending on how they are used in the text.	Match a picture to literal language in the text.	Match a definition to literal language in the text.	Given details from the text, determine the meaning of literal language in the text.	Identify the meaning of literal language in the text.
CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Each character may have a different perspective.	Match a picture to an emotional reaction in the story.	Identify an example of an opinion.	Identify who is telling the story.	Answer questions about the narrator's perspective.
CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Illustrations contribute to the understanding of a story.	Match a picture to an object or detail from the story's setting.	Identify an illustration that shows the story's setting.	Identify parts of illustrations that show a particular setting or character.	Use an illustration to demonstrate understanding of a story's character, setting, or mood.
CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Stories written by the same author may have similarities or differences in the characters and settings.	Match a picture of an item that is similar to an item identified in the text.	Match a picture to a feeling or description in the text.	Identify a similarity between two characters or two settings in two texts by the same author.	Determine similarities and differences between two characters or two settings in two texts by the same author.

GRADE 3 ENGLISH LANGUAGE ARTS

Performance Level Descriptors

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
READING INFORMATIONAL STANDARDS **Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Evidence from the text is necessary to support comprehension.	Match a picture to an object in the text.	Identify an explicit detail in the text (e.g., who, what, when, where).	Answer literal questions related to something concrete (i.e., tangible, sensory) in the text.	Answer literal questions based on details from the text.
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	The main idea of a text can be determined through key details.	Match a picture to a key object or detail mentioned in the text.	Distinguish between a detail (e.g., an event) and a lesson in the text.	Given key details from the text, determine the main idea of the text.	Describe the main idea of the text.
CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Specific language is used to describe relationships between a series of events, ideas, concepts, or procedures.	Match a picture to an event or step discussed in the text.	Identify an event/step/idea discussed in the text.	Given temporal language (first, next, then, last), sequence a series of steps, events, or ideas in the text.	Identify the relationship between two events/steps/ideas to demonstrate an understanding of sequence.
CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	It is important to understand the meaning of academic and domain-specific words and phrases.	Match a picture to an academic or domain-specific word in the text.	Identify an academic or domain-specific word in the text.	Given details from the text, determine the meaning of academic or domain-specific words and phrases in the text.	Identify the meaning of academic or domain-specific words and phrases in the text.
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text features help to locate relevant information.	Match a picture to a text feature or search tool.	Identify a text feature or search tool.	Match text features (e.g., title, page number, table of contents, glossary, index) to their respective purpose.	Use text features or search tools to locate information about a given topic.
CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.	The author has a perspective in a text.	Match a picture to a reaction or opinion in the story.	Identify an example of an opinion.	Identify an opinion stated by the author in the text.	Answer questions about the author's perspective.
CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Illustrations and graphics contribute to the understanding of a text.	Match a picture of an illustration (e.g., maps, photographs) related to the text to a similar illustration.	Identify what an illustration (e.g., maps, photographs) depicts.	Connect information to a corresponding illustration (e.g., maps, photographs).	Identify information in an illustration (maps, photographs) that answers a "Who?", "What?", "Where?", or "When?" question.

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CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	In a paragraph, there is a logical sequence of sentences.	Match a picture to a problem or solution presented in the text.	Identify a topic sentence in a paragraph.	Identify a sentence that would logically follow a topic sentence in a paragraph.	Given an incomplete paragraph, identify the strongest topic sentence.
CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Multiple texts can discuss the same topic in similar or different ways.	Match a picture of an item that is similar to an item identified in the text.	Match a picture to information conveyed in the text.	Identify a similarity between two texts about the same topic.	Determine key similarities and differences in two texts about the same topic.

WRITING STANDARDS

Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Opinions should be supported by logical reasoning.	Match a picture to a topic presented in the text.	Identify an opinion presented in the text.	Determine a detail that supports an opinion.	Given an opinion, identify supporting reasons.
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Informative/explanatory texts should include a topic and relevant information.	Match a picture to information about a topic.	Identify a fact or example in the text.	Connect a fact or example to a given topic.	Use a fact or an example to explain or develop a given topic.
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Narrative texts should use effective techniques, details, or event sequences to convey an experience.	Match a picture to a descriptive detail.	Identify a descriptive detail.	Describe a character involved in an event.	Construct a short narrative that includes one or more characters.
CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.	Research projects provide information about a topic.	Match a picture to an aspect of a topic that could be explored through research.	Identify an example of a source.	Identify sources that relate to a topic.	Given two sources, identify a topic that could be developed through research.
CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Conducting research involves multiple steps.	Match a picture to information provided in a source.	Identify a detail that would develop a topic a student could write about.	Provided with notes on a topic, complete a graphic organizer.	Sort information from notes about a topic into categories.

Common Core Standard	Essence Statement	Performance Level Descriptors			
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LANGUAGE STANDARDS

Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Match a picture to a noun or verb.	Identify a noun or verb.	Determine the correct noun or verb to use in a given statement.	Determine the correct use of an adjective.
CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Match a picture to a simple proper noun.	Identify the correct use of capitalization for simple proper nouns (e.g., names or states) and ending punctuation.	Determine the correct use of capitalization for simple proper nouns (e.g., names or states) and ending punctuation.	Construct a sentence using the correct use of capitalization for simple proper nouns (e.g., names or states) and ending punctuation.
CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Language follows a set of conventions used for writing, speaking, reading, or listening.	Match a picture to a detail about an idea.	Given a description of an idea, identify a relevant word or phrase.	Given information about an idea, identify an appropriate detail or description that would help to illustrate the idea further.	Use words and phrases to accurately convey an idea.
CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Multiple strategies are used to determine meanings of words and phrases.	Match a picture to a word's definition.	Match two similar words.	Identify the meaning of a simple multiple-meaning word.	Identify a word that can have multiple meanings.
CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Words and phrases can have different meanings, depending on how they are used in context.	Match a picture to an object described in the text.	Match a picture of an object to its appropriate category (e.g., an orange is a fruit).	Match an item to an appropriate adjective (e.g., a juicy apple -- not a juicy desk).	Use adjectives to describe someone or something (e.g., "The cat is big", "The ice cream tastes sweet.")
CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them.).	Vocabulary learned through reading and word study is used to communicate ideas clearly.	Match a picture or location of an object to a spatial word (e.g., The apple is under the desk. Let's put the apple under the desk.).	Identify a word that signals a spatial relationship.	Identify the meaning of words that signal spatial and temporal relation-ships (e.g., behind, under, after, soon, next, later).	Use words that signal spatial and temporal relationships in sentences.

Grade 4 English Language Arts
Performance Level Descriptors

		Performance Level Descriptors			
Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds

READING LITERATURE STANDARDS

Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Evidence from the text is necessary to support comprehension.	Match a picture to a detail in the text.	Answer a literal question related to something concrete (i.e., tangible, sensory) in the text.	Answer a question about details in the text.	Identify a detail that answers a literal question about the text.
CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	A theme of the story can be determined through key details.	Identify an event in the story.	Identify important events in the story.	Connect a detail to a given theme of the text.	Connect multiple details to a given theme of the text.
CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Specific details describe characters, settings, or events.	Identify a character or a setting.	Identify a specific action taken by a character.	Connect a character, setting, or event to details in the text.	Identify a relationship between two characters in the text.
CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Words and phrases can have different meanings, depending on how they are used in the text.	Match pictures or objects to words based on how they are used.	Identify the meaning of words based on how they are used in the text.	Identify the meaning of words and phrases using details from the text.	Use context clues to determine meanings of words and phrases.
CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	The way a story is told depends on the narrator's point of view.	Identify which character is speaking in a selected scene from a story.	Identify who is telling the story.	Identify if the story is being told in the first-person or third-person point of view.	Determine the point of view of the text (e.g., first- or third-person point of view).
CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Stories from different cultures may have similarities or differences in the themes, topics, and patterns of events.	Match a picture to a similarity shared between two events in two stories.	Identify a sequence of events in the story.	Identify similarities and differences between a sequence of events in two stories.	Compare similar themes in two stories.

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READING INFORMATIONAL STANDARDS **Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Evidence from the text is necessary to support comprehension.	Match a picture to a detail in the text.	Answer a literal question related to something concrete (i.e., tangible, sensory) in the text.	Answer a question about details in the text.	Identify a detail that answers a literal question about the text.
CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	The main idea of a text can be determined through key details.	Identify an event or interaction in the text.	Identify an important event or interaction in the text.	Connect a detail to a given main idea of the text.	Connect multiple details to a given main idea of the text.
CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Events, ideas, procedures, or concepts can be explained based on information from the text.	Match pictures that identify steps or events from the text.	Organize and categorize important information into basic categories.	Describe steps or events in a process using information from the text.	Use specific details from the text to explain a given idea from the text.
CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	It is important to understand the meaning of academic and domain-specific words and phrases.	Match a picture to an academic or domain-specific word in the text.	Identify an academic or domain-specific word in the text.	Given details from the text, determine the meaning of academic or domain-specific words and phrases in the text.	Identify the meaning of academic or domain-specific words and phrases in the text.
CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Each text is composed of unique structural elements.	Identify temporal words that communicate chronology (e.g., first, next, then, last).	Match parts or sections of the text to temporal language (e.g., Which event happened first?).	Sequence multiple events from the text in the correct chronological order.	Explain why one step, event, or detail from the text comes before or after another step, event, or detail.
CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	The description of an event may differ depending on the person who is describing it.	Identify the person describing an event.	Identify a topic described in two texts.	Identify a similar concept or idea expressed in a first-hand account and a second-hand account (e.g., an astronaut describing a trip to the moon vs. a student report of the same trip).	Describe similarities and differences between a first-hand account and a second-hand account of the same event.

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CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Different types of resources are used to research a topic.	Recognize an image from a graph or chart that is related to a topic.	Connect information to a corresponding illustration (e.g., maps, photographs).	Identify several graphics that relate to a topic.	Answer questions using information found in graphic elements (e.g., charts, graphs, diagrams).
CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	The author uses reasoning and provides evidence to support a point.	Identify pictures or objects that relate to or support a particular point in the text.	Use details from the text to answer questions about points in a text.	Identify reasons or evidence to support points in the text.	Describe the reasons or evidence that support points in the text.
CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Multiple texts can be used to discuss a topic.	Match a picture to information conveyed in the text.	Locate information from texts about the same topic.	Identify information shared between two texts about the same topic.	Compare information in two texts to find connections.
WRITING STANDARDS **Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Opinions should be supported by logical reasoning and information.	Match a word or object to an opinion about a specific topic.	Distinguish between a fact and an opinion.	Identify one or more statements that support an opinion.	Construct an opinion about a specific topic.
CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and confirmation clearly.	Informative/explanatory texts should include a topic and relevant information.	Identify a fact or example that relates to a given topic.	Connect a fact or example to a given topic.	Use a fact or an example to explain or develop a topic.	Given information from a source, select an informative topic.
CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Narrative texts should use effective techniques, details, or event sequences to convey an experience.	Select an event or experience to write about.	Identify a character and a setting to be included in a short narrative.	Construct a short narrative that includes a description of a character and an event.	Construct a short narrative that includes an event and at least two characters.
CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	A text should be developed with task and purpose in mind.	Identify the purpose of the text.	Given a topic, identify appropriate information about that topic.	Given a topic, logically organize two pieces of information about that topic.	Identify a sentence that could be logically incorporated into an existing paragraph.
CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Research projects provide information about different aspects of a topic.	Match a picture to a detail in a source that is relevant to a research topic.	Identify a source to use when researching a topic.	Given two sources, identify a topic that could be developed through research.	Organize information from a source to support a research topic.

GRADE 4 ENGLISH LANGUAGE ARTS

Common Core Standard	Essence Statement	Performance Level Descriptors			
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CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	There is a process for conducting research that includes multiple steps and resources.	Identify key pieces of information in a given source.	Given multiple sentences, categorize each sentence under the correct heading.	Match information to its source (e.g., definition, dictionary; map, atlas; headline, newspaper; table of contents, book).	Organize information about a topic from notes.
LANGUAGE STANDARDS **Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Recognize adjectives in the text.	Identify adjectives in the text.	Determine the correct use of adjectives.	Construct a phrase using the correct adjective.
CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Match a picture to a proper noun.	Identify the correct use of capitalization for proper nouns and ending punctuation.	Determine the correct use of capitalization for proper nouns and ending punctuation.	Construct a sentence using the correct use of capitalization for proper nouns and ending punctuation.
CCSS.ELA-LITERACY.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Language follows a set of conventions used for writing, speaking, reading, or listening.	Given a description of an idea, identify a relevant word or phrase.	Given information about an idea, identify an appropriate detail or description that would help to illustrate the idea further.	Identify words and phrases that accurately convey an idea.	Revise a sentence to clarify meaning.
CCSS.ELA-LITERACY.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Multiple strategies are used to determine meanings of words and phrases.	Identify a picture or object that matches the meaning of a word.	Use details in sentences to determine the meaning of unknown words.	Determine the meaning of multiple-meaning words as used in context.	Use context clues to determine the meaning of multiple-meaning words.
CCSS.ELA-LITERACY.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Words and phrases can have different meanings, depending on how they are used in context.	Identify real-life connections between words and their uses.	Identify the meaning of simple multiple-meaning words.	Identify a word that can have multiple meanings.	Demonstrate understanding of synonyms.

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CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Vocabulary learned through reading and word study is used to communicate ideas clearly and precisely.	Match a picture to a precise action.	Identify a word that signals a precise action.	Identify the meaning of words that signal precise actions or emotions.	Use words that signal precise actions or emotions.

GRADE 5 ENGLISH LANGUAGE ARTS
PERFORMANCE LEVEL DESCRIPTORS

GRADE 5 ENGLISH LANGUAGE ARTS

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READING LITERATURE STANDARDS Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Evidence from the text is necessary to support comprehension.	Match a picture to a detail in the text.	Answer questions about details in the text.	Use specific details in the text to answer a question about the text.	Select textual evidence to answer a literal question about the text.
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Characters' reactions to challenges can help to indicate a theme of a story or poem.	Identify a picture that shows what the story or poem is about.	Identify a character's response to a challenge in the story or the stance of the speaker in the poem.	Connect a given theme to a character's response to a challenge in the story or the stance of the speaker in the poem.	Explain the character's response to a challenge and how it connects to a given theme.
CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	There are similarities and differences among the characters, settings, and events within a story.	Match a picture to a detail about a character, setting, or event in the story.	Identify two characters, settings, or events in the story.	Identify a similarity or difference between two characters, settings, or events within the story.	Explain a similarity or difference between two characters, settings, or events within the story.
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Words and phrases can have different meanings, depending on how they are used in the text.	Match a picture to an object that is referenced in the text.	Match pictures or objects to words based on how they are used in the text.	Use context clues to determine meanings of words and phrases.	Identify a word that has multiple meanings in the text.
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	The narrator's point of view influences how the story is told.	Select a picture that shows a main character's feelings or attitude.	Select a picture that reflects the narrator's feelings or attitude.	Identify differences between first- and third-person narration.	Explain how the narrator's perspective is represented in specific events or through specific characters' actions.
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Stories within a genre may have similarities or differences in their approach to similar themes and topics.	Match a picture with a detail shared between two stories from the same genre.	Identify a detail that is common within two stories from the same genre.	Identify similarities and differences between a given theme or topic in two stories from the same genre.	Explain how the same theme or topic is treated differently in two stories from the same genre.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
READING INFORMATIONAL STANDARDS **Note:** For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Evidence from the text is necessary to support comprehension.	Match a picture to an important event, idea, or person in the text.	Answer questions about details in the text.	Use specific details in the text to answer a question about the text.	Select textual evidence to answer a literal question about the text.
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	The main idea of a text can be determined through key details.	Match a picture to an event in the text.	Connect a detail to a given main idea of the text.	Use key details to explain a given main idea of the text.	Explain how key details support a given main idea of the text.
CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Information from the text is used to explain the relationship between two individuals, events, ideas, or concepts.	Identify a picture of an individual or event in a text.	Match an individual to an event in an informational text.	Use information from the text to identify a relationship between two individuals or events in the text.	Use information from the text to explain relationships between two individuals, events, ideas, or concepts.
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	It is important to understand the meaning of academic and domain-specific words and phrases.	Match a picture to an academic or domain-specific word in the text.	Identify an academic or domain-specific word in the text.	Given details from the text, determine the meaning of academic or domain-specific words and phrases in the text.	Identify the meaning of academic or domain-specific words and phrases in the text.
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Information in multiple texts can be organized in similar or different ways.	Select a picture that illustrates a concept presented in two texts.	Identify similar events, ideas, or pieces of information presented in two texts.	Compare the sequence of events in two texts.	Explain the similarities/differences between two texts that use the same overall text structure.
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Different people may have similar or different ideas of what occurred depending on their points of view or perspectives of an event.	Select a picture of an event that occurs in two texts.	Identify similarities in two points of views in two texts.	Identify differences between a first-hand and second-hand account.	Explain how the author's perspective is represented in specific events or through specific actions.
CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Multiple resources are used to gather information on a topic.	Select a source that provides information on the topic.	Identify two sources that relate to a topic.	Select a detail from two sources that are relevant to a topic.	Classify information from a source as relevant or irrelevant to a topic.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	The author uses reasoning and provides evidence to develop ideas in a text.	Identify a point expressed by the author.	Distinguish a fact from opinion (e.g., "My fuzzy hat is green." vs. "This is my favorite hat.").	Identify evidence that an author uses to support his or her main idea.	Given reasons and evidence from the text, select the corresponding point from the text.
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Multiple texts can be used to discuss a topic.	Identify two texts that address the same topic.	Select a detail that appears in two texts on the same topic.	Organize information from two texts that address the same issue (e.g., complete a Venn diagram or a feature analysis chart).	Use information from two texts on the same topic to share information about a subject.

WRITING STANDARDS
Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Opinions should be supported by logical reasoning and information.	Distinguish a fact from opinion (e.g., "The cafeteria is open from 11:30 am to 1:00 pm." vs. "Pizza is delicious!").	Identify one or more statements that support an opinion.	Construct an opinion on a specific topic.	Construct an opinion on a specific topic and provide at least one detail to support it.
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Informative/explanatory texts should include a topic and relevant information.	Match a fact or example to a topic.	Use a fact or an example to explain or develop a topic.	Given information from a source, select an informative topic.	Select an appropriate introduction of an informative topic.
CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Narrative texts should use effective techniques, details, or event sequences to convey an experience.	Describe an event or experience with at least one detail.	Describe an event that is central to a short narrative.	Construct a short narrative with at least two events.	Construct a short narrative with at least two sequenced events.
CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	A text should be organized and developed with task and purpose in mind.	Match relevant information to a topic.	Given a topic, logically organize two pieces of information about that topic.	Construct a sentence that matches a given purpose.	Construct a sentence that is appropriate to task and purpose.
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Research projects provide information about different aspects of a topic.	Identify a source of information for a topic.	Gather information from two sources to research a topic.	Select information from two sources on a specific topic when writing.	Organize information from multiple sources to support a research topic.

		GRADE 5 ENGLISH LANGUAGE ARTS			
		Performance Level Descriptors			
Common Core Standard	**Essence Statement**	**Well Below**	**Approaches**	**Meets**	**Exceeds**
CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	There is a process for conducting research that includes multiple steps and resources.	Given a list of two or three facts, identify the topic that is addressed.	Select relevant details from sources to support a topic sentence.	Construct a topic sentence based on information gathered from two sources.	Identify information from two sources that relates to a topic.
LANGUAGE STANDARDS **Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Select a picture that matches a verb in the sentence.	Identify words that are nouns and words that are verbs.	Determine the correct verb tense to convey past, present, or future.	Revise a sentence to reflect the correct verb tense.
CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Identify capital letters in names and at the beginning of sentences.	Determine the correct use of capitalization for simple proper nouns (e.g., names or states) and ending punctuation. Correct a misspelling of a common word.	Construct a sentence with capitalization at the beginning of a sentence and ending punctuation. Spell common words correctly.	Construct a declarative, interrogative, exclamatory, or imperative sentence that demonstrates correct capitalization, punctuation, and spelling of common words.
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Language follows a set of conventions used for writing, speaking, reading, or listening.	Communicate a feeling using an appropriate phrase.	Construct a simple sentence that includes at least a subject and a verb.	Expand, reduce, or combine sentences to clarify meaning.	Communicate information in well-constructed phrases and sentences.
CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Multiple strategies are used to determine meanings of words and phrases.	When presented with a word, identify an object that matches it.	Select a picture that matches the meaning of a word.	Identify the meaning of words when common affixes are added to common nouns and verbs (-ing, -ed, -s, -es).	Identify the meaning of a multiple-meaning word based on its use in the text.
CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Words and phrases can have different meanings, depending on how they are used in context.	Select a picture that depicts a familiar phrase.	Identify real-life connections between words and their uses (e.g., a neat person puts things away).	Demonstrate understanding of synonyms.	Demonstrate understanding of antonyms and homographs.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Vocabulary learned through reading and word study is used to communicate ideas clearly and precisely.	Match a word to a domain (e.g., if a word is appropriate for math or science).	Identify a word that does not belong in a given domain.	Use domain-specific words and phrases associated with a given topic.	Use domain-specific words and phrases accurately.

GRADE 6 ENGLISH LANGUAGE ARTS
PERFORMANCE LEVEL DESCRIPTORS

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds

READING LITERATURE STANDARDS

Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of literature should be supported by information found in the text.	Match a picture to a detail in the text.	Answer questions about details in the text.	Select textual evidence to answer a literal question about the text.	Select textual evidence that relates to an inferential statement about the text.
CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A theme or central idea of a text can be determined through key details.	Match a picture to an event in the text.	Match a supporting detail to its corresponding theme or central idea.	Determine a theme or central idea of the text.	Determine a theme or central idea in the text and identify a supporting detail.
CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	A story involves a series of events in which the characters interact with the plot.	Match a character to a key event in the story.	Identify a key event in the story.	Identify a character's conflict in the story.	Identify a character's conflict in the story and how he or she responds.
CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match a word to a corresponding object or picture from the text.	Identify connections between words and how they are used in the text.	Use context clues to explain the meaning of words and phrases as they are used in the text.	Use context clues to determine the meaning and tone of language used in the text.
CCSS.ELA-LITERACY.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Characters in a story have a specific or unique perspective.	Match a detail to the narrator of the story.	Identify the narrator's relationship to another character in the story.	Describe the narrator's perspective about another character or event in the story.	Describe the narrator's perspective at the conclusion of the story.
CCSS.ELA-LITERACY.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.	Different forms or genres can explore similar themes or topics in different ways.	Match a picture with a detail shared between two texts of different forms or genres on the same topic.	Identify a similarity between two texts of different forms or genres on the same topic.	Identify key similarities or differences between two texts of different forms or genres on the same topic.	Contrast details of texts on the same topic from different genres (e.g., a poem and a newspaper article about World War II).

		GRADE 6 ENGLISH LANGUAGE ARTS			
		Performance Level Descriptors			
Common Core Standard	**Essence Statement**	**Well Below**	**Approaches**	**Meets**	**Exceeds**
READING INFORMATIONAL STANDARDS **Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of the text should be supported by information found in the text.	Locate a detail in the text.	Answer questions about details in the text.	Select textual evidence to answer a literal question about the text.	Select a detail that relates to a simple inferential statement about the text.
CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A central idea of a text can be determined through key details.	Match a picture to a key detail in the text.	Match a supporting detail to its corresponding central idea.	Determine a central idea of the text.	Determine a central idea in the text and identify a supporting detail.
CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Details and examples may be used to describe a key individual, event, or idea.	Match a picture to an event or individual in the text.	Identify details that relate to a key individual, event, or idea in the text.	Describe a key individual, event, or idea in the text.	Describe the development of a key individual or event in the text.
CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match a word to a corresponding object or picture from the text.	Identify connections between words and how they are used in the text.	Use context clues to explain the meaning of words and phrases as they are used in the text.	Use context clues to determine the meaning and tone of language used in the text.
CCSS.ELA-LITERACY.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	The structural components of a text fit together to contribute to the development of a central idea.	Given relevant details, locate a central idea in the text.	Match a detail to the paragraph or section in which it belongs.	Given a central idea, identify a paragraph that develops a supporting point.	Explain how a central idea is developed in two different sections of the text.
CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	The author's perspective can be determined through details in the text.	Match a picture to the topic of the text.	Identify two details that relate to the topic of the text.	Determine the author's perspective on the topic.	Explain the author's perspective at the conclusion of the text.
CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evidence is needed to support an author's claim.	Given relevant details, locate a claim in the text.	Identify evidence that supports a claim.	Determine if a given piece of evidence supports a given claim in the text.	Explain how evidence supports a given claim in the text.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	There may be different views of the same event presented in different texts.	Match a picture with an event from two texts on the same topic.	Identify a difference between two texts about the same event.	Compare information from two texts on the same event.	Compare and contrast information in two texts on the same event.
WRITING STANDARDS **Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	Claims are supported by clear reasons.	Match a supporting detail to the topic.	Construct an opinion about the topic.	Given two clear reasons, identify an appropriate claim about the topic.	Given two clear reasons, construct an appropriate claim about the topic.
CCSS.ELA.LITERACY.W.6.2 Write informative, explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Ideas, concepts, and information are developed in writing.	Identify a detail from a source that relates to the informative topic.	Given information from a source, select an informative topic.	Select an appropriate introduction of an informative topic.	Given an informative topic, select relevant supporting information (facts, definitions, examples, etc.).
CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Narrative texts should use effective techniques, details, or event sequences to convey an experience.	Construct a sentence about an event or experience.	Construct a narrative with at least two events.	Construct a narrative with at least two sequenced events that includes a descriptive detail.	Construct a narrative that provides a sense of closure or a conclusion.
CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Texts should be organized to be clear and appropriate for task and purpose.	Identify a text by its structure (e.g., letter, recipe, list).	Construct a sentence that matches a given purpose.	Construct a sentence that is appropriate to task and purpose.	Using a graphic organizer, generate a paragraph that presents a message and is appropriate to task.
CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Information may be drawn from multiple sources about a topic in order to answer a research question.	Match information from a source to a topic.	Given a source, select details and examples that relate to a topic.	Organize information from multiple sources to support a research topic.	Use information from a source to answer a research question.
CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Relevant sources should be used in a research project.	Identify a quote from a research source.	Given a research topic, select a relevant source.	Select a summary of a source that relates to a research topic.	Select a paraphrase of a quote from a research source.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
LANGUAGE STANDARDS **Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Identify a pronoun.	Match a pronoun to its appropriate noun.	Demonstrate correct use of pronouns (e.g., John/his, my team/ours).	Identify the correct verb based on a given pronoun.
CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Identify capital letters.	Identify capital letters and ending punctuation in a sentence. Spell common words correctly.	Identify the correct ending punctuation for a declarative, interrogative, exclamatory, or imperative sentence. Spell common words correctly.	Using the correct punctuation and capitalization, construct a simple sentence.
CCSS.ELA-LITERACY.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	Context can be used to determine the meaning of words and phrases.	Match a picture or an object to a word.	Match two words that have almost the same meaning (e.g., big, large).	Identify context clues in determining the given meaning of words and phrases.	Use context clues and word structure to determine the meaning of a homonym.
CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary study, including word relationships, helps in understanding the nuances of word meanings.	Match pictures to show real-life connections between words and how they are used (e.g., a strong person - match to a picture of a person carrying a heavy load).	Match a picture to a description (e.g., She is as brave as a lion).	Recognize the difference between literal and non-literal meanings of words and phrases (e.g., the phrase, "it's raining cats and dogs mean" does not mean that cats and dogs are falling from the sky).	Recognize a simple simile.
CCSS.ELA-LITERACY.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Communicating ideas requires the correct usage of domain-specific words and phrases.	Identify correct use of domain-specific words and phrases.	Define domain-specific words and phrases.	Use domain-specific words and phrases that are important to comprehension or expression.	Use domain-specific words and phrases accurately.

GRADE 7 ENGLISH LANGUAGE ARTS
PERFORMANCE LEVEL DESCRIPTORS

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	**Approaches**	**Meets**	**Exceeds**
READING LITERATURE STANDARDS **Note:** For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of literature should be supported by information found in the text.	Match a picture to a detail about a character or event.	Identify details that describe a character, event, or setting.	Select textual evidence that relates to an inferential statement about the text.	Cite textual evidence to answer an inferential question about the text.
CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	A theme or central idea of a text is connected to key details in the text.	Match a picture to a key object or character in the text.	Identify the key event, central message, or central idea of a specific part (e.g., paragraph or stanza) of the text.	Determine the theme of the text and identify a supporting detail.	Explain how or why events or details support the theme of the text.
CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	The elements of a story interact with one another.	Match a picture of a character to his/her/its primary setting.	Match a setting to a key event in the text.	Explain how a character's actions relate to a subsequent event (e.g., cause-effect -- because the character did x, y happened next in the story).	Explain how two story elements interact or are related (e.g., how setting is important to a key event in the text or how a character responds to an event).
CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match an example of imagery to a character or event.	Match an example of connotative language to a character or event.	Identify an example of imagery or connotative language in the text.	Identify an example of figurative language in the text.
CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Characters in a text have different or similar perspectives, and their perspectives may change over time.	Match a picture to a descriptive detail about a character's thoughts or feelings.	Identify a key detail about a character's perspective in the text.	Identify a similarity or difference between two characters' perspectives in the text.	Identify a character's change in perspective over the course of the text.
CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	A fictional portrayal and a historical account of the same period may portray an event in similar or different ways.	Select a picture of the character/historical figure that is the focus of historical fiction.	Identify a historical event that occurred in historical fiction.	Identify a detail about an event in historical fiction that is historical fact.	Identify a similarity or difference between a fictional portrayal and a historical account of an event.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
READING INFORMATIONAL STANDARDS **Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of the text should be supported by information found in the text.	Match a picture to a fact in an informational text.	Identify details that describe a character, event, or setting.	Select textual evidence that relates to an inferential statement about the text.	Cite textual evidence to answer a simple inferential question about the text.
CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	A central idea of a text is connected to key details in the text.	Match a relevant detail to a given central idea.	Identify a detail that relates to a central idea of the text.	Determine a central idea of the text and identify a supporting detail.	Explain how or why a detail supports a central idea.
CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Key individuals, events, or ideas interact in a text.	Match a picture to an interaction between events or individuals in a text.	Given an idea, event, or individual from the text, identify another individual, idea, or event that is connected/related.	Determine an individual's thoughts about another individual, event, or idea in the text.	Describe an individual's thoughts about another individual, event, or idea in the text.
CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match a descriptive word or phrase to a character or event.	Match an example of connotative language to a central idea of the text.	Identify an example of connotative language that relates to a central idea of the text.	Identify the connotative meaning of words and phrases in the text.
CCSS.ELA-LITERACY.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	The structure of the text is organized to contribute to the ideas of the text.	Answer questions about a text structure (e.g., title, paragraph, section heading).	Select an appropriate section heading for information that is provided within the text.	Explain how section headings or the title contribute to ideas in the text.	Determine how headings, titles, key words, and phrases contribute to a central idea of the text.
CCSS.ELA-LITERACY.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	The author's perspective helps to establish the purpose of a text.	Match a picture to a text's purpose (e.g., a picture of the end product of a how-to).	Answer questions about the author's perspective or purpose.	Identify the author's perspective or purpose and a supporting detail.	Identify a point that opposes the author's central idea.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	An author's claim should be supported by sound reasoning.	Identify the source of information from the text (e.g., an external source vs. the author's opinion or observation).	Determine whether a sentence from the text is a claim or provides support for a claim.	Explain how evidence supports a claim in the text.	Determine if a text's claims are supported by evidence.
CCSS.ELA-LITERACY.RI.7.9 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.	There may be different interpretations of the same topic or event presented in different texts.	Match a picture to the shared topic of two texts.	Identify similar information from two texts on the same topic.	Compare how two authors interpret facts on the same topic.	Analyze how two authors focus on the same topic but emphasize different points.

WRITING STANDARDS

Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	Claims are supported by reasons and evidence.	Match the topic to a possible claim.	When provided a claim, identify a supporting detail.	Construct a claim about the topic and identify a supporting reason.	Construct a claim about the topic, providing a reason and a short summary of evidence.
CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Ideas, concepts, and information are developed in writing.	Match a supporting fact, detail, or example to its corresponding topic.	Given an informative topic, select a relevant detail from a source.	Given an informative topic, select relevant supporting information (facts, definitions, examples, etc.).	Given an informative topic, organize relevant details in a logical progression.
CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Narrative texts should be developed using effective techniques.	Construct two sentences about an event or experience.	Construct a narrative with at least two sequenced events that includes a descriptive detail.	Construct a narrative that provides a sense of closure or a conclusion.	Construct a narrative with a conflict.
CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Texts should be organized to be clear and appropriate for task and purpose.	Identify a structural component of an essay, such as a paragraph or section heading.	Identify an organizational structure one could use for writing (e.g., outline, graphic organizer).	Organize information in a paragraph to address a task.	Organize sentences into a logical introduction for a given topic.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	Information may be drawn from multiple sources about a topic in order to answer a research question.	Given a topic, select a relevant fact from one source.	Identify a relevant research question about a topic.	Given a research question, identify a source that should provide an answer.	Given a question to be addressed in a report, identify a detail from a source that should provide an answer to a research question.
CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Relevant research is gathered through a refined research process.	Identify source material appropriate for academic use (e.g., a reliable source).	Identify a key search term for finding sources on a given topic.	Identify multiple key search terms for finding sources on a given topic.	Given a topic, identify relevant details from a resource.
LANGUAGE STANDARDS **Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Match a descriptive phrase to an appropriate picture (e.g., the tall tree).	Use adjectives/adverbs to describe nouns (e.g., wooden spoon) and verbs (e.g., sang loudly).	Identify phrases or clauses to enhance a sentence.	Construct a phrase or clause that may enhance a sentence.
CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Match correct ending punctuation with declarative and interrogative sentences.	Capitalize proper nouns and use end punctuation.	Using the correct punctuation, capitalization, and spelling, construct a simple sentence.	Using the correct punctuation, capitalization, and spelling, construct two simple sentences.
CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	Different strategies can be used to determine the meaning of words and phrases.	Identify the appropriate term to use in a given context.	Use context clues and word structure to determine the meaning of unfamiliar words.	Use a range of strategies to determine the meaning of unfamiliar words and phrases.	Clarify the meaning of unknown and multiple-meaning words and phrases, using a range of strategies.
CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary study, including word relationships, helps in understanding the nuances of word meanings.	Match a picture to a description (e.g., She is as brave as a lion).	Demonstrate understanding of word relationships (e.g., chilly weather is not as cold as freezing weather).	Determine the meaning of a word using context clues. For example, a simple compound word (e.g., mailbox or notebook), a word with a common prefix or suffix, or a word that corresponds to a synonym or antonym.	Determine the meaning of a simple simile.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Communicating ideas requires the correct usage of domain-specific words and phrases.	Identify correct use of domain-specific words and phrases.	Define domain-specific words and phrases.	Use domain-specific words and phrases that are important to comprehension or expression.	Use domain-specific words and phrases accurately.

GRADE 8 ENGLISH LANGUAGE ARTS
PERFORMANCE LEVEL DESCRIPTORS

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
READING LITERATURE STANDARDS Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of literature should be supported by information found in the text.	Identify a detail that relates to a text's character, event, or setting.	Cite textual evidence to answer a literal question about the text.	Answer inferential questions about the characters, events, or settings in the text.	Cite textual evidence to answer an inferential question about the text.
CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	A theme or central idea of a text is developed through characters, settings, and plot.	Identify a key character, setting, or event.	Identify a theme or central idea in the text.	Summarize the text and identify a theme or central idea.	Identify a theme and describe how an event or a character's actions support this theme.
CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Dialogue or incidents in a story can move the action, describe a character, or cause others to react.	Match a character to a key event in the text.	Identify a character's conflict in the text.	Explain how a character's actions or dialogue reveal more information about the character.	Explain how a character's actions affect another character or cause another character to react a certain way.
CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match an example of connotative or figurative language to a character or event.	Identify an example of connotative or figurative language (e.g., quiet as a mouse).	Identify the connotative or figurative meaning of words and phrases.	Use details from the text to explain connotative or figurative meanings of words and phrases.
CCSS.ELA-LITERACY.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	A character and a reader have different perspectives.	Match a character to his or her thoughts, feelings, or actions.	Identify a difference between two characters' perspectives in the text.	Identify a difference between the narrator's perspective and the character's perspective.	Identify the effects of different perspectives in a text (e.g., what one character observes compared to what another character observes).
CCSS.ELA-LITERACY.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Modern works of literature are often based on earlier works, using the same themes, events, or character types.	Match a character or detail that is similar in two texts from different time periods.	Identify a similarity between two characters that play the same role in two texts from different time periods.	Identify a similar event or theme in two texts from different time periods.	Identify a major difference in two texts from different time periods.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
READING INFORMATIONAL STANDARDS **Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Analysis of the text should be supported by information found in the text.	Identify a detail that relates to a statement about the text.	Cite textual evidence to answer a literal question about the text.	Answer inferential questions about the text.	Cite textual evidence to answer an inferential question about the text.
CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	A central idea of a text is developed through supporting ideas.	Identify a detail that is related to the text's central idea.	Identify a central idea of the text.	Summarize two supporting points and identify a central idea.	Explain a central idea of the text and two supporting points.
CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	There are connections and distinctions between key individuals, events, or ideas in a text.	Given an idea, event, or individual from the text, identify another individual, idea, or event that is connected/related.	Identify connected individuals or ideas.	Identify a connection or distinction between individuals, ideas, or events in the text.	Explain a connection or distinction between individuals, ideas, or events in the text.
CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Match an example of connotative or figurative language to an individual or event.	Identify an example of connotative or figurative language (e.g., quiet as a mouse).	Identify the connotative or figurative meaning of words and phrases.	Use details from the text to explain connotative or figurative meanings of words and phrases.
CCSS.ELA-LITERACY.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	A paragraph may be understood through its structure.	Match a section heading to the information that is provided within.	Identify the sentence that expresses a paragraph's central idea.	Identify a sentence that develops the central idea of a paragraph.	Classify the sentences in a paragraph as topic, conclusion, or supporting detail.
CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	The author's perspective on a topic may conflict with the perspectives of other authors.	Given an author's perspective, select a corresponding detail.	Identify the author's perspective or purpose and a supporting detail.	Identify perspectives that are aligned with or conflict with the author's perspective.	Identify an author's response to an opposing perspective.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	The author's claim may be determined by identifying relevant evidence and supporting details.	Given relevant details, identify a claim.	Identify an example of evidence in support of a claim.	Determine if a text's claims are supported by evidence.	Answer questions about an informational text's use of evidence/support (e.g., Which of these facts is relevant?).
CCSS.ELA-LITERACY.RI.8.9 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.	There are different interpretations of the same topic or event presented in different texts.	Identify the topic shared between two texts.	Identify a similarity or difference between two texts on the same topic.	Given two texts that provide conflicting information on the same topic, identify a way in which the texts differ.	Answer questions about the differences in information provided by two texts.
WRITING STANDARDS **Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	Claims are supported by reasons and evidence.	Match a supporting detail to a claim.	Identify up to two details that support a claim.	Construct a claim about the topic, providing two supporting reasons.	Construct a claim about the topic, providing two supporting reasons and corresponding evidence.
CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Ideas, concepts, and information are developed in writing.	Given an informative topic, select a relevant detail.	Given an informative topic, select a supporting fact.	Given an informative topic, organize relevant details in a logical progression.	Select a concluding sentence for a paragraph.
CCSS.ELA-LITERACY.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Narrative texts should be developed using effective techniques.	Construct a narrative with at least two sequenced events.	Construct a narrative that provides a sense of closure or a conclusion.	Construct a narrative with a conflict.	Construct a narrative with a conflict that includes a beginning, middle, and end.
CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Texts should be organized to be clear and appropriate for task and purpose.	Sequence two pieces of information in a logical order.	Sequence two short paragraphs in a logical order.	Organize three ideas about a topic in a logical progression.	Organize two ideas about a topic in a logical progression, including a supporting point or relevant detail for each idea.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Information may be drawn from multiple sources about a topic in order to answer a research question.	Identify a research source.	Given a topic, select relevant research sources.	Select details from multiple research sources to answer a research question.	Given details from multiple research sources, identify a research topic or question.
CCSS.ELA-LITERACY.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Relevant, credible, and accurate sources should be used in a research project.	Select a summary of a research source.	Select a credible and accurate research source.	Summarize information gathered from two given credible and accurate research sources and draw a conclusion.	Integrate information about a topic from two research sources to develop a point.
LANGUAGE STANDARDS					
Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Match the appropriate picture with a verb.	Identify the appropriate verb to use in a simple sentence.	Identify the correct form of the verb to use in a sentence.	Select a sentence that contains the correct subject-verb agreement.
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Identify the punctuation in a sentence.	Identify if a question mark or a period should be used in a given sentence.	Using the correct punctuation, capitalization, and spelling, construct two simple sentences or a compound sentence.	Using the correct punctuation, capitalization, and spelling, construct simple, compound, or complex sentences.
CCSS.ELA-LITERACY.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Different strategies can be used to determine the meaning of a word or phrase.	Identify the appropriate term to use in a given context.	Use context clues and word structure to determine the meaning of unfamiliar words.	Use a range of strategies to determine the meaning of unfamiliar words and phrases.	Clarify the meaning of unknown and multiple-meaning words and phrases, using a range of strategies.
CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary study, including figurative language and word relationships, helps in understanding the nuances of word meanings.	Select pictures that match words that are antonyms (e.g., match pictures with "in the box," "outside the box").	Identify synonyms and antonyms.	Demonstrate understanding of simple figurative language (e.g., similes) and word relationships.	Explain the meaning of a simile.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Communicating ideas requires the correct usage of domain-specific words and phrases.	Identify correct use of domain-specific words and phrases.	Define domain-specific words and phrases.	Use domain-specific words and phrases that are important to comprehension or expression.	Use domain-specific words and phrases accurately.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

PERFORMANCE LEVEL DESCRIPTORS

		Performance Level Descriptors			
Common Core Standard	**Essence Statement**	**Well Below**	**Approaches**	**Meets**	**Exceeds**
READING LITERATURE STANDARDS **Note: For all Reading Literature Essence Statements and Performance Level Descriptors, "text" refers to a type of literary text, such as a story, poem, or drama. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.RL.11-12.1 (W) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Analysis of literature should be supported by relevant information found in the text.	Answer literal questions about the characters, events, or settings in the text.	Answer inferential questions about the characters, events, or settings in the text.	Cite relevant evidence from the text to support an analysis of the text.	Cite relevant evidence from the text to support an analysis of the text and indicate where matters are left uncertain.
CCSS.ELA-LITERACY.RL.11-12.2 (W) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Themes and central ideas are developed over the course of a text.	Match a detail to a theme or central idea of the text.	Identify a theme or central idea and support it with a detail from the text.	Show how a theme is developed within the text, using key details.	Analyze a theme or central idea in the text, using key details.
CCSS.ELA-LITERACY.RL.11-12.3 (W) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	The author purposefully develops elements of a story to have a certain effect.	Match character traits to characters in the text.	Describe a significant interaction between two characters.	Explain how an event in the text propels the action or reveals a character's traits or motives.	Explain how the author's selection of events or settings as well as the development of characters advance the narrative.
CCSS.ELA-LITERACY.RL.11-12.4 (W) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. Include Shakespeare as well as other authors.	Specific word choices and phrases have an impact on the meaning and tone of a text.	Identify a word or phrase that contributes to the meaning and tone of the text.	Explain the meaning of figurative language or the connotation of words in the text.	Determine how specific word choices, including figurative and connotative language, affect the meaning and tone of the text.	Explain how specific word choices affect the meaning and tone of the text.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RL.11-12.6 (W) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Determining point of view may require an understanding of both the literal and figurative meanings of the text.	Identify a character's feelings about a character or event in the story.	Identify a case of satire, irony, or understatement in the text.	Identify the intended meaning of language in the text (e.g., satire, irony, or understatement).	Explain the intended meaning of language in the text (e.g., satire, irony, or understatement).
CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Two texts from American literature may treat similar themes in different ways.	Identify a similar topic in two related works of American literature.	Identify a similar type of character in two related works from American literature about the same topic.	Determine how the same theme in two related works of American literature is treated differently.	Analyze the treatment of themes and topics in two related works of American literature.

READING INFORMATIONAL STANDARDS

Note: For all Reading Informational Essence Statements and Performance Level Descriptors, "text" refers to a type of informational text, such as an informative essay or argumentative paper. If the Common Core standard specifies the type of text, the Essence Statements and Performance Level Descriptors will specify the type as applicable. Topics, texts, and vocabulary on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).

Common Core Standard	Essence Statement	Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.11-12.1 (W) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Analysis of the text should be supported by relevant information found in the text.	Answer literal questions about the text.	Answer inferential questions about the text.	Cite relevant evidence from the text to support an analysis of the text.	Cite relevant evidence from the text to support an analysis of the text and indicate where matters are left uncertain.
CCSS.ELA-LITERACY.RI.11-12.2 (W) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Central ideas of a text are developed over the course of a text.	Identify a central idea of the text.	Identify a central idea and support it with a detail from the text.	Show how a central idea is developed within the text, using key details.	Analyze a central idea in the text, using key details.
CCSS.ELA-LITERACY.RI.11-12.3 (W) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Key individuals, events, or ideas connect and interact in a text.	Identify a connection between one individual, idea, or event in the text and another individual, idea, or event in the text.	Identify interactions or connections between individuals, ideas, or events in the text.	Describe the interactions and connections between individuals, events, or ideas throughout the text.	Identify the effect of interactions and connections between individuals, events, and ideas within the text.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.RI.11-12.4 (W) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Specific word choices and phrases have an impact on the meaning and tone of a text.	Identify a word or phrase that contributes to the meaning and tone of the text.	Explain the meaning of figurative language or the connotation of words in the text.	Determine how specific word choices, including figurative and connotative language, affect meaning and tone of the text.	Explain how specific word choices affect the meaning and tone of the text.
CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	The author's perspective can be determined by supporting details in a text.	Identify an author's perspective or purpose.	Identify details that support an author's perspective or purpose.	Identify the parts of the text that persuade the reader to accept the author's perspective.	Explain the author's perspective or purpose.
CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court, majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Relevant evidence should be used to support a claim and assure that it is valid.	Identify an example of evidence in support of a claim.	Select the evidence or support that best matches a text's claim.	Evaluate the evidence and reasoning used to develop the text's claim(s).	Explain the evidence and reasoning used to develop the text's claim(s).
CCSS.ELA-LITERACY.RI.11-12.9 Analyze 17th-, 18th-, and 19th-century foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Historical US texts may be compared and contrasted to explore their themes, purposes, or rhetorical features.	Identify a similar topic in two related historical US texts.	Identify a similar piece of information from two historical US texts on the same topic.	Compare and contrast given themes and purposes of two historical US texts on the same topic.	Analyze a given theme and purpose of two historical US texts on the same topic.
WRITING STANDARDS **Topics and texts on the assessment are intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).**					
CCSS.ELA-LITERACY.W.11-12.1 (W) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Argumentative texts should have valid claims supported by relevant and sufficient evidence.	Match a supporting detail to a claim.	Select a claim about the topic, providing reasons and evidence to support it.	Construct a claim about the topic, providing two supporting reasons and corresponding evidence.	Revise language to support a claim persuasively.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
CCSS.ELA-LITERACY.W.11-12.2 Ⓦ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Complex ideas, concepts, and information are developed in effective writing.	Provide a relevant fact about an informative topic.	Introduce an informative topic and provide two relevant facts.	Introduce an informative topic and develop the topic in a logical progression.	Develop an informative topic using effective organization and relevant information.
CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Narrative texts should be developed using effective techniques.	Construct a narrative with at least two sequenced events that includes a descriptive detail.	Construct a narrative that includes characters, events, and descriptive details.	Construct a narrative that includes a conflict, multiple events, and characters; develop the narrative in an appropriate sequence, and provide a conclusion.	Construct a narrative that includes a conflict, well-structured event sequences, descriptive character details, and a logical conclusion.
CCSS.ELA-LITERACY.W.11-12.4 Ⓦ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Texts should be organized to be clear and appropriate for task, purpose, and audience.	Organize 2-3 pieces of information in a logical order.	Revise writing to address the task at hand, the purpose, and the audience.	Construct text that addresses a particular task and purpose for an audience.	Construct text that addresses a particular task and purpose, in a structure and language appropriate for the audience.
CCSS.ELA-LITERACY.W.11-12.7 Ⓦ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Information may be drawn from multiple sources about a topic in order to answer a research question.	List information about a topic using a source.	Given two pieces of information on a topic, combine the information into one statement.	Select and organize information from several sources to make a statement or answer a research question.	Synthesize information from multiple research sources to answer a question or solve a problem.
CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Relevant, credible, and accurate sources should be used in a research project.	Identify a detail shared between two research sources.	Gather and summarize information from multiple credible sources.	Select the strongest evidence from sources, and integrate information about a topic to develop a claim.	Gather relevant information from multiple sources, assessing the strengths and limitations of each source in terms of the task, purpose, and audience.

Common Core Standard	Essence Statement	Performance Level Descriptors			
		Well Below	Approaches	Meets	Exceeds
LANGUAGE STANDARDS					
Vocabulary on the assessment is intended to be appropriate for Students with Significant Cognitive Disabilities (SWSCD).					
CCSS.ELA-LITERACY.L.11-12.1 ⓦ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The command of standard English grammar and usage is necessary when writing or speaking.	Select the appropriate verb to use in a simple sentence.	Revise writing to reflect conventions of standard English grammar and usage in verb tense and subject-verb agreement.	Use conventions of standard English grammar and usage in verb tense, descriptors, subject-verb agreement, and pronoun-antecedent agreement.	Use conventions of standard English grammar and usage in verb tense, descriptors, subject-verb agreement, pronoun-antecedent agreement, correct use of commonly confused words like there/their, between/among, good/well.
CCSS.ELA-LITERACY.L.11-12.2 ⓦ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The command of standard English mechanics is necessary when writing.	Match correct ending punctuation with all sentence types.	Identify the correct capitalization, punctuation (including commas or periods), and spelling of common words.	Using the correct punctuation, capitalization, and spelling, produce a complete sentence using a variety of phrases and clauses.	Generate simple, compound, and complex sentences with correct capitalization, spelling, punctuation, and usage.
CCSS.ELA-LITERACY.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	Different strategies can be used to determine the meaning of a word or phrase.	Identify the appropriate term to use in a given context.	Use context clues and word structure to determine the meaning of unfamiliar words.	Use a range of strategies to determine the meaning of unfamiliar words and phrases.	Clarify the meaning of unknown and multiple-meaning words and phrases, using a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary study, including figurative language and word relationships, helps in understanding the nuances of word meanings.	Identify a figurative expression.	Demonstrate understanding of simple figurative language, such as idioms.	Demonstrate understanding of simple figurative language, such as similes and metaphors.	Demonstrate understanding of simple figurative language, such as hyperbole, understatement, and word relationships.
CCSS.ELA-LITERACY.L.11-12.6 ⓦ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Communicating ideas requires the correct usage of domain-specific words and phrases.	Identify correct use of domain-specific words and phrases.	Define domain-specific words and phrases.	Use domain-specific words and phrases that are important to comprehension or expression.	Use domain-specific words and phrases accurately.

WORKFORCE INNOVATION AND OPPORTUNITY ACT APPENDIX

The Workforce Innovation and Opportunity Act and the HSA-Alt Range Performance Level Descriptors

Selected HSA-Alt Range Performance Level Descriptors include a new (w) symbol, which denotes standards that may be associated with the workplace, and, therefore, address needs identified in the Workforce Innovation and Opportunity Act (WIOA). The Workforce Innovation and Opportunity Act (WIOA) "seeks to increase the employment, career advancement, and economic self-sufficiency of people with disabilities through collaborative federal, state, and local partnerships" (Thurlow, Nye-Lengerman, and Lazarus, 2019).

Hawaii Department of Education Test Development Specialists and nine community stakeholders convened as a workgroup on April 16, 2019 and May 7, 2019 to discuss content standards that could be associated with employment. Stakeholders included special education advocates, state and local support agency staff, higher education/community leaders with expertise in disability study, adult education, and/or transition services, and organizations that employ and/or support people with disabilities. Stakeholders examined the English Language Arts (ELA), Math, and Science general education standards and the essence statements that distill these standards into achievable performance targets for students who take Hawaii's alternate assessment, the Hawaii State Assessment-Alternate (HSA-Alt). The HSA-Alt Range Performance Level Descriptors served as the single document for committee review. This document contains the general education reference standards, Common Core for ELA and Math and the Next Generation Science Standards for Science, the essence statement for each general education standard, and the four tiers of associated performance that students who take the HSA-Alt would exhibit at each level of achievement: Well-Below, Approaches, Meets, and Exceeds. While it is important to note that all Common Core standards for ELA and Math and NGSS standards for Science have college and career readiness in mind, the workgroup believed that only a subset of these standards would be considered acutely applicable to employment for students with significant cognitive disabilities. For each identified work related standard in this subset, the workgroup developed parallel task exemplars of how the target skill or concept for the applicable standard might be demonstrated in the workplace.

The following document is intended to help guide the development of future items for Hawaii's alternate assessment; it may also prove to be a useful guide to Hawaii's teachers as they plan and design instruction for their students with significant cognitive disabilities.

English Language Arts (ELA) Work-Related
Range Performance Level Descriptors

Standard	Essence Statement	Meets Range Performance Level Descriptor	Related Workforce Skills/ Scenario/ Context/ Applications
RL.11-12.1	Analysis of literature should be supported by relevant information found in the text.	Cite relevant evidence from text to support an analysis of the text.	Review a hypothetical scenario related to workplace policy (e.g., regarding code of conduct or safety) and use the information to answer procedural questions.
RL.11-12.2	Themes and central ideas are developed over the course of a text.	Show how a theme is developed within the text, using key details.	Review a newspaper story and identify the theme based on key details.
RL.11-12.3	The author purposefully develops elements of a story to have a certain effect.	Explain how an event in the text propels the action or reveals a character's traits or motives.	Identify how an incident may affect multiple people in the workplace. Identify how a character's financial and college or career decisions impact self, others, opportunities and outcomes.
RL.11-12.4	Specific word choices and phrases have an impact on the meaning and tone of a text.	Determine how specific word choices, including figurative and connotative language, affect the meaning and tone of the text.	Identify the intent of a simple idiom that would be used in the workplace, e.g., "break a leg" is a supportive statement.
RL.11-12.6	Determining point of view may require understanding of both literal and figurative meanings of the text.	Identify the intended meaning of language in the text (e.g., satire, irony, or understatement).	Understand simple instances of satire (e.g., sarcasm, hyperbole, or understatement) used in the workplace.
RI.11-12.1	Analysis of the text should be supported by relevant information found in the text.	Cite relevant evidence from the text to support an analysis of the text.	Review company materials and extract information needed to address a customer service inquiry.
RI.11-12.2	Central ideas of a text are developed over the course of a text.	Show how a central idea is developed within the text, using key details.	Review a job assignment and identify the purpose based on information provided.
RI.11-12.3	Key individuals, events, or ideas connect and interact in a text.	Describe the interactions and connections between individuals, events, or ideas throughout the text.	Describe safety incident and individuals involved. Describe a step or part of a larger process laid out in a diagram or description.
RI.11-12.4	Specific word choices and phrases have an impact on the meaning and tone of a text.	Determine how specific word choices, including figurative and connotative language, affect the meaning and tone of the text.	Understand the intent of simple connotative language, e.g. "easygoing" as a positive description or "talkative" as a negative description.

Standard	Essence Statement	Meets Range Performance Level Descriptor	Related Workforce Skills/ Scenario/ Context/ Applications
W.11-12.1	Argumentative texts should have valid claims supported by relevant and sufficient evidence.	Construct a claim about the topic, providing two supporting reasons and corresponding evidence.	Explain one's value and positive contributions to an organization during a performance evaluation. Support or oppose a decision at work, in the home, or community, including political, economic, or financial decisions and choices, and explain one's position. Explain one's need for accommodation or support in an employment or school setting.
W.11-12.2	Complex ideas, concepts, and information are developed in effective writing.	Introduce an informative topic and develop the topic in a logical progression.	Explain one's work history in a logical manner in a job application.
W.11-12.4	Texts should be organized to be clear and appropriate for task, purpose, and audience.	Construct text that addresses a particular task and purpose for an audience.	Understand a manager's assigned writing task and fill out form or prompt appropriately (e.g., formal, detailed, using simple workplace terminology).
W.11-12.7	Information may be drawn from multiple sources about a topic in order to answer a research question.	Select and organize information from several sources to make a statement or answer a research question.	Select appropriate company materials to provide to a customer in response to an inquiry.
L.11-12.1	The command of standard English grammar and usage is necessary when writing or speaking.	Use conventions of standard English grammar and usage in verb tense, descriptors, subject-verb agreement, and pronoun-antecedent agreement.	Use standard English grammar when applying for a job.
L.11-12.2	The command of standard English mechanics is necessary when writing.	Using the correct punctuation, capitalization, and spelling, produce a complete sentence using a variety of phrases and clauses.	Use standard English mechanics responding to a questionnaire or completing a school, employment, housing or financial application.
L.11-12.6	Communicating ideas requires the correct usage of domain-specific words and phrases.	Use domain-specific words and phrases that are important to comprehension or expression.	Understand the meaning of words and phrases as they are used in customary application, employment, and medical intake forms; e.g., last name, first name, birthdate, address, emergency contact, primary insurance, etc.

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