NSCAS NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

Summative Assessment
ELA Range Achievement Level Descriptors

What are Range Achievement Level Descriptors?

Range Achievement Level Descriptors (ALDs) demonstrate how skills described in the Nebraska College and Career Ready (CCR) Standards likely change and become more sophisticated as ability and performance increases. The ALDs also describe the evidence needed to help infer where a student is along the range. This range is defined by Nebraska using three levels:

- Developing – not yet demonstrating proficiency
- On Track – demonstrating proficiency
- College and Career Benchmark – demonstrating advanced proficiency

The ALDs help show the within-standard reasoning complexity that increases in sophistication as the achievement levels increase. Such skill advancement is often related to increases in content difficulty, increases in reasoning complexity, and a reduction in the supports required for students to demonstrate what they know within a task or item.

The Range ALDs provide a way to communicate a progression that is visible and usable to all stakeholders, while also providing a foundation for a robust bank of assessment items that meets the needs of all Nebraska students.

How were Nebraska's ELA ALDs created?

After the 2018 ELA Cut Score Review, Nebraska educators and stakeholders drafted ALDs for grades 3 through 8. NDE reviewed the draft and provided feedback which was then incorporated.

ALD	Indicator No.	Indicator Text	Developing	On Track	CCR Benchmark
text complexity			With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in CCR Benchmark can likely
Reading Vocabulary					
	LA 3.1	**Reading:** Students will learn and apply reading skills and strategies to comprehend text.			
	LA 3.1.5	**Vocabulary**: Students will build and use conversational, academic, and content-specific grade-level vocabulary.			
	LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	Identify basic word structure elements and word patterns to determine meaning of words (e.g., plurals, parts of speech, syllables).	Apply knowledge of word structure elements, known words and word patterns to determine meaning of words (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	Analyze complex word structure elements, known words and word patterns to determine meaning of words (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
	LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	Apply explicit context clues (e.g., word and phrase) and/or text features to help understand meaning of unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	Apply implicit context clues (e.g., word, phrase, and sentence clues) and text features to infer meaning of unknown, complex words.
	LA 3.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire grade-level vocabulary and relate to prior knowledge.	Acquire new academic and content-specific grade-level vocabulary, and relate to prior knowledge, and apply in new situations.	Acquire and use new academic and content-specific vocabulary, relate to prior knowledge, and apply accurately in new situations.

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	LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple- meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	Identify known words with common semantic relationships (e.g., synonyms, antonyms) to determine meaning .	Identify words with semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple- meaning words) to determine the meaning, aid in comprehension and improve writing.	Analyze words with complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple- meaning words) to determine the meaning, aid in comprehension and improve writing.
	LA 3.1.5.e	Locate words and determine meaning using reference materials.	Locate words in reference materials.	Locate words and determine meaning using reference materials.	Locate and determine meaning of complex words using a variety of reference materials.
Reading Comprehension					
	LA 3.1	**Reading:** Students will learn and apply reading skills and strategies to comprehend text.			
	LA 3.1.6	**Comprehension**: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.			
	LA 3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	Identify author's primary purpose (e.g., entertain, inform) to support text comprehension.	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	Identify author's inferred purpose(s) (e.g., explain, entertain, inform, persuade) to support a thorough comprehension of text.

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	LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	Identify a basic element of literary text (e.g., characters and setting).	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	Analyze complex elements of literary text (e.g., characters, setting, plot, point of view) to support a thorough understanding of the text.
	LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	Identify common literary devices (e.g., simile, alliteration, onomatopoeia, personification)	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms)	Analyze why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imager, rhythm, personification, hyperbole, idioms) and explain how they contribute to the meaning of the text.
	LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	Identify the beginning, middle, and end of a passage using basic details.	Summarize a literary text and/or media using key details to identify the theme.	Thoroughly summarize a literary text/media using the most relevant key details to identify the theme.
	LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.	Determine main idea of an informational text.	Determine main idea and supporting details from an informational text/media.	Determine inferred main idea and most relevant supporting details from an informational text/media.

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	LA 3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Use text features to locate information in print and/or digital text.	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Use text features to analyze how information contributes to a thorough understanding of print and digital text.
	LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts. (e.g., genres)	Identify the basic characteristics that distinguish a variety of literary and informational texts (e.g., genres) when evidence is explicit.	Compare and contrast the characteristics that distinguish a variety of literary and informational texts (e.g., genres).	Compare and contrast complex characteristics that distinguish a variety of literary and informational texts (e.g., genres) when evidence is implicit.
	LA 3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	Recognize similar topics/patterns of events, and/or explicitly stated themes in multicultural literary and informational texts.	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	Analyze various themes, topics, and/or patterns of events in literary and informational texts for a thorough understanding of multicultural perspectives.
	LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	Answer literal questions and support answers with specific evidence from the text.	Construct/answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	Develop inferential questions and support answers with most relevant evidence from the text or additional sources.

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	LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).	Identify organizational patterns when evidence is explicit (e.g., sequence, cause and effect and/or compare/contrast).	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).	Analyze organizational patterns to comprehend informational text when evidence is implicit (e.g., sequence, description, cause and effect, compare/contrast).
	LA 3.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	Select text and explain the purpose (e.g., answer a question, enjoy, form an opinion).	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	Select text, explain and justify the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
	LA 3.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Build background knowledge to identify text-to-self connections during and after reading.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Utilize background knowledge and activate prior knowledge to defend text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

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	LA 3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	Self-monitor comprehension and recognize when meaning is disrupted.	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	Self-monitor comprehension by recognizing and defining when meaning is disrupted and apply strategies to clarify, confirm, or correct to re-establish comprehension.
	LA 3.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Make and confirm overt predictions based on explicit evidence during and after reading literary and informational text.	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text/media.	Confirm /modify predictions and infer based on implicit evidence before, during, and after reading literary, informational, digital text/media.
	LA 3.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate a basic understanding of text (e.g., writing and/or artistic representation).	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate a precise understanding of complex text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 3.1.6.p	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	Make connections between the text of a story and a visual presentation of the text.	Make connections between the text of a story, drama, or poem and visual or oral presentation of the text.	Make sophisticated connections between the text of a story, drama, or poem and a visual, oral, or technical presentation of the text.
Writing Skills					
	LA 3.2	**Writing:** Students will learn and apply writing skills and strategies to communicate.			

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	LA 3.2.1	**Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.			
	LA 3.2.1.a	Use prewriting activities and inquiry tools to generate ideas and organize information.	Use prewriting activities and inquiry tools to generate ideas.	Use prewriting activities and inquiry tools to generate ideas and organize information.	Create and use prewriting activities and inquiry tools to generate ideas and effectively organize information.
	LA 3.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	Generate a draft which includes a topic, introduction, body, and conclusion with simple transitions.	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	Generate a well-developed draft that develops a clear topic, suited to the purpose and intended audience and organizational pattern, clear and effective introduction, body, conclusion, and use of appropriate transitions.
	LA 3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	Gather and use information from one or more print and/ or digital sources.	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	Gather and use the most relevant information and evidence from authoritative sources to thoroughly support claims and theses.

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	LA 3.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	Compose sentences and/or simple paragraphs with few grammatical errors.	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	Compose sophisticated paragraphs using grammatically correct sentences of varying length, complexity, and type.
	LA 3.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Revise writing based on feedback and with support from others.	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Thoroughly revise to improve and clarify writing through self-monitoring strategies and applying feedback from others.
	LA 3.2.1.f	Provide oral and/or written descriptive feedback to other writers.	With guidance and support, provide general oral or written feedback to other writers.	Provide oral and/or written descriptive feedback to other writers.	Provide thorough oral and/or written descriptive feedback to other writers.
	LA 3.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	Adjust writing processes to persevere in short-term writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

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	LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar,	With guidance and support, proofread and edit writing for basic conventions (e.g., spelling, capitalization).	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar).	Thoroughly proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar)
	LA 3.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	Identify examples of plagiarism and academic honesty and integrity.	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	Display academic honesty by avoiding plagiarism and/or overreliance on one source by consistently following a standard format for citation.
	LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	With guidance and support, publish a legible document and apply simple formatting techniques (e.g., indenting paragraphs and titles).	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	Publish a legible document in manuscript, cursive, or digital format, and apply advanced formatting techniques (e.g., headings, quotes).
	LA 3.2.2	**Writing Modes:** Student will write in multiple modes for a variety of purposes and audiences across disciplines.			

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	LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	With guidance and support, communicate information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive and/or reflective modes.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate information and ideas skillfully in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	Provide evidence from literary or informational text in an attempt to support ideas or opinions.	Provide evidence from literary or informational text to support ideas or opinions.	Provide relevant evidence from literary or informational text to thoroughly support ideas or opinions.
	LA 3.2.2.c	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	With guidance and support, conduct and publish research to answer a question using at least one resource.	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	Conduct and publish research to generate and answer questions or solve problems using multiple resources to skillfully support theses.
	LA 3.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use basic word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Skillfully use precise word choice and domain-specific vocabulary to write in a variety of modes.

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	LA 3.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	Compare mentor texts and/or exemplars.	Compare various mentor texts and/or exemplars to create a similar piece.	Compare and/or contrast various mentor texts and/or exemplars to create a similar piece.