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 5, a student performing in Developing can likely	With a range of texts with text complexity commonly found in Grade 5, a student performing in On Track can likely	With a range of texts with text complexity commonly found at the intersection of Grade 5 and Grade 6, a student performing in CCR Benchmark can likely
Reading Vocabulary					
	LA 5.1	**Reading:** Students will learn and apply reading skills and strategies to comprehend text.			
	LA 5.1.5	**Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.			
	LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	Apply knowledge of basic word structure elements, known words, and common word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo Saxon affixes and roots).	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo Saxon affixes and roots).	Apply knowledge of complex word structure elements, unknown words, and uncommon word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo Saxon affixes and roots).
	LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	Select and apply explicit context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words.	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	Select and apply subtle context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words.
	LA 5.1.5.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.
	LA 5.1.5.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 basic semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of common words, aid in comprehension, and improve writing.	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of unknown words, aid in comprehension, and improve writing.	Identify complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of unknown words, aid in comprehension, and improve writing.

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	LA 5.1.5.e	Determine meaning using reference materials.	Locate meaning of words or phrases using reference materials.	Determine meaning of words or phrases using reference materials.	Apply the meaning of words or phrases using reference materials.
Reading Comprehension					
	LA 5.1	**Reading:** Students will learn and apply reading skills and strategies to comprehend text.			
	LA 5.1.6	**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 5.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	Examine text to determine author's general purpose.	Examine text to infer author's purpose and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	Analyze text to infer author's specific purpose, and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
	LA 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	Analyze and describe basic elements of literary text (e.g., characters, setting, plot, point of view, theme).	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	Analyze and support the analysis of the relationships between elements of literary text (e.g., characters, setting, plot, point of view, theme).
	LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	Identify simple literary devices (e.g., imagery, simile, metaphor, rhythm, alliteration).	Identify and explain why authors use literary devices (e.g., imagery, analogy, simile, metaphor, rhythm, alliteration, onomatopoeia, personification, hyperbole, idioms).	Explain and support how and why authors use sophisticated literary devices (e.g., imagery, analogy, simile, metaphor, rhythm, alliteration, onomatopoeia, personification, hyperbole, idioms) across all genres.
	LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	Summarize a literary text and/or media using basic details to understand the stated theme.	Summarize and analyze literary text and/or media using key details to explain the theme.	Thoroughly summarize and analyze literary text and/or media using relevant details to explain the theme.

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	LA 5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	Summarize an informational text using details to explain the main idea.	Summarize and analyze an informational text using supporting details to explain the main idea.	Thoroughly summarize and analyze an informational text using the most relevant supporting details to explain the main idea.
	LA 5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Use familiar text features to locate explicit information and explain how the information contributes to a basic understanding of text.	Use text features to locate information and explain how the information contributes to a understanding of text.	Use text features to locate complex information and explain how the information contributes to a sophisticated understanding of text.
	LA 5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Use textual evidence to compare and contrast the basic characteristics that distinguish a variety of literary and informational texts (e.g., genres).	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts (e.g., genres).	Use the most relevant textual evidence to compare and contrast the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres).
	LA 5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	Explain the basic relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, using explicit textual evidence to develop a national and international multicultural perspective.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	Explain the complex relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, using the most relevant textual evidence to develop a national and international multicultural perspective.

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	LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	Answer simple literal and inferential questions and support answers with explicit evidence from the text.	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	Construct and/or answer complex literal, inferential, and critical questions and support answers with implicit evidence from the text, or additional sources.
	LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	Identify explicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, and/or fact/opinion).	Identify and apply organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	Identify and apply multiple organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
	LA 5.1.6.k	Select text for a particular 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), citing evidence to support analysis, reflection, or research.	Select text appropriate for specific purpose of reading (reference information, models for writing or study, research, enjoyment).	Select text appropriate for specific purpose of reading for application of study, research, or enjoyment.	Select text appropriate for specific purpose of reading for application and use in research, gathering information, comparing/contrasting viewpoints, and selection of reading for enjoyment with deeper meaning and use of a variety of literary devices.

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	LA 5.1.6.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.	Use graphic organizers (written and/or drawn Chapter summary); watch video clips/read other story parts, etc., to build background knowledge and activate prior knowledge to clarify text; respond to scaffolded text explicit questions; use think/pair share/write structure to elicit understanding and connections to text.	Use graphic organizers (written and/or drawn Chapter summary); watch video clips/read other story parts, etc., to build background knowledge and activate prior knowledge to clarify text; respond to scaffolded text questions; use independent or think/pair share/write structure to make text-to-self, text-to-text, and text-to-world connections while reading complex text.	Build background knowledge and activate prior knowledge to clarify text; respond to complex text questions; use independent thinking and writing structures to make text-to-self, text-to-text, and text-to-world connections while reading complex text.
	LA 5.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	When prompted, apply a strategy to clarify, confirm, or correct in order to comprehend.	Self-monitor comprehension and recognize when meaning is disrupted and to apply a strategy to clarify, confirm, or correct.	Self-monitor comprehension and recognize when meaning is disrupted and independently apply strategies to clarify, confirm, or correct.
	LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm predictions and inferences with explicit textual evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify predictions and inferences with relevant textual evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify predictions and inferences with relevant and implicit textual evidence while previewing and reading literary, informational, digital text, and/or media.
	LA 5.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Given explicit directions, demonstrate an understanding of text via multiple mediums.	Given minimal directions, demonstrate an understanding of text via multiple mediums.	Independently demonstrate an understanding of text via multiple mediums.

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	LA 5.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	With guidance and support, compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text to analyze how it impacts comprehension.
Writing Skills					
	LA 5.2	**Writing:** Students will learn and apply writing skills and strategies to communicate.			
	LA 5.2.1	**Writing Process**: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and			
	LA 5.2.1.a	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	Use a provided graphic organizer to generate ideas, guide writing, and/or answer questions.	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	Self-select most relevant prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
	LA 5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	Generate a simple draft that develops a topic and which includes a topic, body, conclusion, and/or transitions linked to the purpose of the composition.	Generate a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	Generate a sophisticated draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
	LA 5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	Gather and use information from authoritative print and/or digital sources to support claims or theses.	Gather and use relevant information and evidence from authoritative print and/or digital sources to support claims or theses.	Gather and use the most relevant information and evidence from authoritative print and/or digital sources to thoroughly support claims or theses.

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	LA 5.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	Composes grammatically correct simple and compound sentences and/or basic paragraphs.	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	Compose sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
	LA 5.2.1.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 5.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written and/or digital feedback to other writers.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written and/or digital descriptive feedback to other writers responding to a variety of modes.
	LA 5.2.1.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.
	LA 5.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Proofread and edit writing for format and basic conventions (e.g., spelling, capitalization, grammar, and punctuation).	Proofread and edit writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Independently proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

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	LA 5.2.1.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 5.2.1.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 formatting techniques.	With minimal support, publish a legible document and apply formatting techniques.	Independently publish a legible document and apply formatting techniques.
	LA 5.2.2	**Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.			
	LA 5.2.2.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 effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	With minimal support, 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.	Independently 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.
	LA 5.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	Provide explicit evidence from literary or informational text to support reflection and research.	Provide evidence from literary or informational text to support analysis, reflection, or research.	Provide the most relevant evidence from literary or informational text to thoroughly support analysis, reflections, or research.

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	LA 5.2.2.c	Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	With guidance and support, conduct and publish a research project to answer a question.	Independently conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	Independently conduct and publish research projects of increasing length and sophistication to answer questions or solve problems using multiple resources to thoroughly support theses.
	LA 5.2.2.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.
	LA 5.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	Utilize a mentor text and/or exemplar to create a similar piece.	Compare various mentor texts and/or exemplars to create a similar piece.	Compare and contrast various mentor texts and/or exemplars to create a similar piece.