

New York State Regents Examination in English Language Arts (Common Core)

Performance Level Descriptions

August 2014



Policy-Level Performance Level Definitions

For each subject area, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of Common Core Learning Standards for English Language Arts and Literacy. There are students who are exceed the expectations of the standards, students meet the expectations, students who partially meet the expectations, and students who do not demonstrate sufficient knowledge or skills required for any performance level. New York State assessments are designed to classify students into one of four proficiency categories; these proficiency categories are defined as:

NYS Level 5

Students performing at this level exceed Common Core expectations.

NYS Level 4

Students performing at this level meet Common Core expectations.

NYS Level 3

Students performing at this level partially meet Common Core expectations (required for current Regents Diploma purposes).

NYS Level 2 (Safety Net)

Students performing at this level partially meet Common Core expectations (required for Local Diploma purposes).

NYS Level 1

Students performing at this level do not demonstrate the knowledge and skills required for NYS Level 2.

Performance Level Descriptions

Performance Level Descriptions (PLDs) describe the range of knowledge and skills students should demonstrate at a given performance level.

How were the PLDs developed?

The New York State Education Department (NYSED) convened the state's English Language Arts (ELA) and Math Content Advisory Panels (CAPs) to develop the initial draft PLDs for Algebra I and English Language Arts and Literacy. The CAPs are classroom teachers from elementary, middle and high school, school and district administrators, English Language Learner (ELL) and students with disabilities (SWD) specialists, and higher education faculty members from across the state.

The draft PLDs from the CAPs then went through additional rounds of review and edit from a number of NYS-certified educators, content specialists, and assessment experts under NYSED supervision. In developing PLDs, participants considered policy-level definitions of the performance levels (see above) and the expectations for each grade level in the Common Core Learning Standards.



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How are the PLDs used in Assessment?

PLDs are essential in setting standards for the New York State Regents Examinations. Standard setting panelists use PLDs to determine the threshold expectations for students to demonstrate the knowledge and skills necessary to attain just barely a Level 2, Level 3, Level 4, or Level 5 on the assessment. These discussions then influence the panelists in establishing the cut scores on the assessment. PLDs are also used to inform item development, as each test needs questions that distinguish performance all along the continuum.

How can the PLDs be used in Instruction?

PLDs help communicate to students, families, educators and the public the specific knowledge and skills expected of students to demonstrate proficiency and can serve a number of purposes in classroom instruction. They are the foundation of rich discussion around what students need to do to perform at higher levels and to explain the progression of learning within a subject area. We encourage the use of the PLDs for a variety of purposes, such as differentiating instruction to maximize individual student outcomes, creating classroom assessments and rubrics to help in identifying target performance levels for individual or groups of students, and tracking student growth along the proficiency continuum as described by the PLDs.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCR R1)	Demonstrate an in-depth understanding by judiciously and accurately citing textual evidence that most effectively supports an analysis of what a literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Demonstrate a thorough understanding by citing textual evidence that most effectively supports an analysis of what a literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Demonstrate an understanding by citing textual evidence that somewhat supports an analysis of what a literary text says explicitly and may draw inferences from the text to establish meaning.	Demonstrate a limited understanding by citing with inconsistent accuracy some textual evidence that provides limited support in attempting to analyze what a literary text says explicitly and may draw inferences from the text.	Demonstrate an insufficient understanding by citing inaccurate or no textual evidence as support in attempting to analyze what a literary text says explicitly.
	Demonstrate an in-depth understanding by judiciously and accurately citing textual evidence to support a critical analysis of what an informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; develop indepth factual, interpretive, and evaluative questions for further exploration of the topic(s).	Demonstrate a thorough understanding by citing textual evidence that most effectively supports an analysis of what an informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; thoroughly develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	Demonstrate an understanding by citing textual evidence that somewhat supports an analysis of what an informational text says explicitly and may draw inferences from the text to establish meaning; develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	Demonstrate a limited understanding by citing with inconsistent accuracy some textual evidence that provides limited support in attempting to analyze what an informational text says explicitly and may draw inferences from the text; develop factual, interpretive, or evaluative questions for further exploration of the topic(s).	Demonstrate an insufficient understanding by citing inaccurate or no textual evidence as support in attempting to analyze what an informational text says explicitly and may draw inadequate or inaccurate inferences from the text; may develop incomplete factual, interpretive, or evaluative questions for further exploration of the topic(s).

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2)	Demonstrate an in-depth and nuanced understanding of a literary text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account; provide a nuanced, detailed, and accurate summary of the text.	Demonstrate a thorough understanding of a literary text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex account; provide a detailed and accurate summary of the text.	Demonstrate an understanding of a literary text by determining a theme or central idea and analyzing its development over the course of the text; provide an accurate summary of the text.	Demonstrate a limited understanding of a literary text by determining a theme or central idea; provide an incomplete summary of the text.	Demonstrate an insufficient understanding of a literary text by inaccurately determining a theme or central idea; provide an inaccurate summary of the text.
	Demonstrate an in-depth and nuanced understanding of an informational text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide a nuanced, detailed, and accurate summary of the text.	Demonstrate a thorough understanding of an informational text by determining two or more themes or central ideas and analyzing their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide a detailed and accurate summary of the text.	Demonstrate an understanding of an informational text by determining a theme or central idea and analyzing its development over the course of the text; provide an accurate summary of the text.	Demonstrate a limited understanding of an informational text by determining a theme or central idea; provide an incomplete summary of the text.	Demonstrate an insufficient understanding of an informational text by inaccurately determining a theme or central idea; provide an inaccurate summary of the text.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Analyze how and why	Provide a detailed and	Provide a thorough	Provide an analysis of	Provide a limited	Provide an insufficient
individuals, events, and	nuanced analysis of the	analysis of the impact of	the author's choices	analysis of the author's	or inaccurate analysis of
ideas develop and interact	impact of the author's	the author's choices	regarding how or why	choices regarding how	the author's choices
over the course of a text.	choices regarding how	regarding how and why	elements are developed	or why elements are	regarding how or why
(CCR R3)	and why elements are	elements are developed	and related within a	developed within a	elements are developed
	developed and related	and related within a	literary text.	literary text.	within a literary text.
	within a literary text,	literary text.			
	demonstrating a clear understanding of the				
	relationship between				
	form and content.				
	Torm and content.				
	Provide a detailed and	Provide a thorough	Provide a limited	Provide a limited	Provide an insufficient
	nuanced analysis of a complex set of ideas or	analysis of a complex set of ideas or sequence	analysis of a complex set of ideas or sequence	analysis of a simple set of ideas or sequence of	or inaccurate analysis of a set of ideas or
	sequence of events and	of events and explain	of events and explain	events and a superficial	sequence of events and
	explain how specific	how specific	how some individuals,	explanation of how	an incomplete or
	individuals, ideas, or	individuals, ideas, or	ideas, or events interact	some individuals, ideas,	inaccurate explanation
	events interact and	events interact and	and develop over the	or events interact and	of how individuals,
	develop over the course	develop over the course	course of an	develop over the course	ideas, or events interact
	of an informational text,	of an informational text.	informational text.	of an informational text.	and develop over the
	demonstrating a clear				course of an
	understanding of the				informational text.
	subtleties inherent in				
	these interactions.				

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Interpret words and	Determine with	Determine the meaning	Determine the meaning	Inconsistently determine	Inaccurately determine
phrases as they are used	precision and detail the	of words and phrases as	of some words and	the meaning of words	the meaning of most
in a text, including	meaning of words and	they are used in a	phrases as they are used	and phrases as they are	words and phrases as
determining technical,	phrases as they are used	literary text, including	in a literary text,	used in a literary text;	they are used in a
connotative, and	in a literary text,	figurative and	sometimes including	provide a limited	literary text; provide an
figurative meanings, and	including figurative and	connotative meanings;	figurative and	analysis of the impact of	inadequate and/or
analyze how specific	connotative meanings;	provide an accurate	connotative meanings;	specific word choices on	inaccurate analysis of
word choices shape	provide a detailed and	analysis of the specific	provide a reasonable	meaning and tone.	the impact of specific
meaning or tone.	nuanced analysis of the	word choices on	analysis of the impact of		word choices on
(CCR R4)	impact of specific word	meaning and tone,	specific word choices on		meaning and tone.
	choices on meaning and	including words with	meaning and tone,		
	tone, including words with multiple meanings	multiple meanings or language that is	including words with multiple meanings or		
	or language that is	particularly fresh,	language that is		
	particularly fresh,	engaging, or beautiful.	particularly fresh,		
	engaging, or beautiful.	engaging, or beautiful.	engaging, or beautiful.		
	engaging, or ocaumur.		engaging, or ocaumur.		
	Determine with		Determine the meaning	Inconsistently determine	
	precision and detail the	Determine the meaning	of some words and	the meaning of words	Inaccurately determine
	meaning of words and	of words and phrases as	phrases as they are used	and phrases as they are	the meaning of most
	phrases as they are used	they are used in an	in an informational text,	used in an informational	words and phrases as
	in an informational text,	informational text,	sometimes including	text; provide a limited	they are used in an
	including figurative,	including figurative,	figurative, connotative,	analysis of how an	informational text;
	connotative, and	connotative, and	and technical meanings;	author uses the meaning	provide an insufficient
	technical meanings;	technical meanings;	provide a reasonable	of a key term or key	and/or inaccurate
	provide an accurate	provide an accurate	analysis of how an	terms over the course of	analysis of how an
	analysis of how an	analysis of how an	author uses and refines	a text.	author uses the meaning
	author uses and refines	author uses and refines	the meaning of a key		of a key term or key
	the meaning of a key	the meaning of a key	term or key terms over		terms over the course of
	term or key terms over	term or key terms over	the course of a text.		a text.
	the course of a text.	the course of a text.			

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCR R5)	Demonstrate an in-depth understanding of literary structure by providing a detailed and nuanced analysis of how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its	Demonstrate a thorough understanding of literary structure by analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Demonstrate an understanding of literary structure by superficially analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Demonstrate a limited understanding of literary structure by unevenly analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Demonstrate an insufficient understanding of literary structure by inadequately and/or inaccurately analyzing how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and
	aesthetic impact. Demonstrate an in-depth understanding of expository and argumentative structure by providing a detailed and nuanced analysis of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate a thorough understanding of expository and argumentative structure by analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate an understanding of expository and argumentative structure by superficially analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Demonstrate a limited understanding of expository and argumentative structure by unevenly analyzing or evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear and convincing.	meaning. Demonstrate an insufficient understanding of expository and argumentative text structure by inadequately and/or inaccurately analyzing or evaluating the effectiveness of the structure an author uses in his or her exposition or argument.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Assess how point of view	Demonstrate an	Demonstrate a thorough	Demonstrate an	Demonstrate a limited	Demonstrate an
or purpose shapes the	in-depth understanding	understanding of point	understanding of point	understanding of point	insufficient
content and style of a	of point of view in a	of view in a literary text	of view in a literary text	of view in a literary text	understanding of point
text.	literary text by	by analyzing point of	by inconsistently	by identifying the point	of view in a literary text
(CCR R6)	providing a detailed and	view, distinguishing	distinguishing what is	of view.	by inaccurately
	nuanced analysis of	what is directly stated	directly stated from		identifying the point of
	point of view,	from what is really	what is really meant		view.
	distinguishing what is	meant (e.g., satire,	(e.g., satire, sarcasm,		
	directly stated from	sarcasm, irony, or	irony, or		
	what is really meant	understatement).	understatement).		
	(e.g., satire, sarcasm,				
	irony, or				
	understatement).	Demonstrate a thorough			
		understanding of point	_		
	Demonstrate an	of view in an	Demonstrate an	Demonstrate a limited	Demonstrate an
	in-depth understanding	informational or	understanding of point	understanding of point	insufficient
	of point of view in an	argumentative text by	of view in an	of view in an	understanding of point
	informational or	determining an author's	informational or	informational or	of view in an
	argumentative text by	point of view or purpose	argumentative text by	argumentative text by	informational or
	precisely determining an	in a text in which the	superficially	identifying an author's	argumentative text by
	author's point of view or	rhetoric is particularly	determining an author's	point of view or purpose	inaccurately identifying
	purpose in a text in	effective, analyzing how	point of view or purpose	in a text.	an author's point of
	which rhetoric is	style and content	in a text in which the		view or purpose in a
	particularly effective,	contribute to the power,	rhetoric is particularly		text.
	providing a detailed and	persuasiveness, or	effective, inconsistently		
	nuanced analysis of how	beauty of the text.	analyzing how style and		
	style and content		content contribute to the		
	contribute to the power,		power, persuasiveness,		
	persuasiveness, or		or beauty of the text.		
	beauty of the text.				

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Integrate and evaluate	[Not applicable to	[[Not applicable to	[Not applicable to	[Not applicable to	[Not applicable to
content presented in	literary texts]				
diverse formats and					
media, including visually	Demonstrate an	Demonstrate a thorough	Demonstrate an	Demonstrate a limited	Demonstrate an
and quantitatively, as well	in-depth understanding	understanding of media	understanding of media	understanding of media	insufficient
as in words.	of media and formats for	and formats for	and formats for	and formats for	understanding of media
(CCR R7)	informational text by	informational text by	informational text by	informational text by	and formats for
	providing a detailed and	effectively integrating	integrating and	partially integrating	informational text by
	nuanced integration and	and evaluating multiple	evaluating multiple	sources of information	inaccurately and/or
	evaluation of multiple	sources of information	sources of information	presented in different	inadequately integrating
	sources of information	presented in different	presented in different	media or formats (e.g.,	sources of information
	presented in different	media or formats (e.g.,	media or formats (e.g.,	visually, quantitatively)	presented in different
	media or formats (e.g.,	visually, quantitatively)	visually, quantitatively)	as well as in words in	media or formats (e.g.,
	visually, quantitatively)	as well as in words in	as well as in words in	order to address a	visually, quantitatively)
	as well as in words in	order to address a	order to address a	question or solve a	as well as in words in
	order to address a	question or solve a	question or solve a	problem.	order to address a
	question or solve a	problem.	problem.		question or solve a
	problem.				problem.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1				
Note: The PLDs for R7 are only valid if the task requires the student to incorporate diverse formats.									
Delineate and evaluate	[Not applicable to	[Not applicable to	[Not applicable to	[Not applicable to	[Not applicable to				
the argument and specific claims in a text, including	literary texts]	literary texts]	literary texts]	literary texts]	literary texts]				
the validity of the reasoning as well as the	Demonstrate a detailed and nuanced	Demonstrate a thorough understanding of an	Demonstrate an understanding of an	Demonstrate a limited understanding of an	Demonstrate an insufficient				
relevance and sufficiency of the evidence.	understanding of an informational text by	informational text by delineating and	informational text by delineating and	informational text by describing the reasoning	understanding of an informational text by				
(CCR R8)	precisely delineating	evaluating the reasoning	unevenly evaluating the	in seminal U.S. texts,	inadequately or				
	and evaluating the reasoning in seminal	in seminal U.S. texts, including the application	reasoning in seminal U.S. texts, including the	including the application of constitutional	inaccurately describing the reasoning in seminal				
	U.S. texts, including the application of	of constitutional principles and use of	application of constitutional principles	principles and use of legal reasoning and the	U.S. texts, including the application of				
	constitutional principles and use of legal	legal reasoning and the premises, purposes, and	and use of legal reasoning and the	premises, purposes, and arguments in works of	constitutional principles and use of legal				
	reasoning and the	arguments in works of	premises, purposes, and	public advocacy.	reasoning and the				
	premises, purposes, and arguments in works of	public advocacy.	arguments in works of public advocacy.		premises, purposes, and arguments in works of				
	public advocacy.				public advocacy.				

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Analyze how two or more	[Not applicable to	[Not applicable to	[Not applicable to	[Not applicable to	[[Not applicable to
texts address similar	literary texts]	literary texts]	literary texts]	literary texts]	literary texts]
themes or topics in order to build knowledge or to compare the approaches the authors take. (CCR R9)	Provide an in-depth and nuanced analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints for their themes, purposes, and rhetorical features.	Thoroughly analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints for their themes, purposes, and rhetorical features.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making specific observations on their themes and purposes.	Provide a limited analysis of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making general observations on their	Insufficiently analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance and informational texts on topics related to diverse and non-traditional cultures and viewpoints by making inadequate or inaccurate observations on their themes and
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR W1)	Produce precise and compelling argumentative texts that fully support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in an engaging way.	Produce argumentative texts that thoroughly support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Produce argumentative texts that support claims in an analysis of substantive topics or texts, using valid reasoning and partially relevant and sufficient evidence.	themes and purposes. Produce argumentative texts that minimally support claims in an analysis of substantive topics or texts, using general evidence that may be somewhat irrelevant.	purposes. Produce argumentative texts that insufficiently support claims in an analysis of substantive topics or text, using mostly irrelevant or inadequate evidence.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
(CCR W1 continued)	Introduce precise, insightful, and knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that strategically and logically sequences claim(s), counterclaims, reasons, and evidence.	Introduce precise and knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Introduce general claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that somewhat logically sequences claim(s), counterclaims, reasons, and evidence.	Introduce general claim(s) and distinguish the claim(s) from alternate or opposing claims in a limited way and attempt an organizational pattern.	Introduce unclear claim(s) and insufficiently distinguish the claim(s) from alternate or opposing claims.
	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while aptly pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level, concerns, values, and possible biases.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Develop claim(s) and counterclaims by supplying relevant evidence for each and acknowledge the audience.	Develop claim(s) and counterclaims by supplying general evidence for each.	Develop claim(s) and counterclaims by supplying inadequate or irrelevant evidence for each.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
(CCR W1 continued)	Use high-level and vivid	Use words, phrases, and	Use words, phrases, and	Use general words,	Use insufficient or
	words, phrases, and	clauses as well as varied	clauses that attempt to	phrases, and clauses to	incoherent words,
	clauses as well as varied	syntax to link the major	establish the	state claim(s) and	phrases, and clauses to
	syntax to link the major sections of the text,	sections of the text, create cohesion, and	relationships between claim(s) and reasons,	counterclaims.	state claim(s) or counterclaims.
	create cohesion, and	clarify the relationships	between reasons and		countercramis.
	clarify the relationships	between claim(s) and	evidence, and between		
	between claim(s) and	reasons, between	claim(s) and		
	reasons, between	reasons and evidence,	counterclaims.		
	reasons and evidence,	and between claim(s)			
	and between claim(s)	and counterclaims.			
	and counterclaims.				
	Establish and maintain a formal style and objective tone while demonstrating mastery of norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish a formal style and objective tone while partially attending to the norms and conventions of the discipline in which they are writing.	Minimally establish a formal style and objective tone, using some language that is inappropriate.	Establish a style that is incoherent or mostly inappropriate.
	Provide an insightful concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from and supports the argument presented.	Provide a concluding statement or section that follows from the argument presented.	Provide a general concluding statement or section.	Provide an inadequate or incoherent concluding statement or section.

Write informative/ explanatory texts to insightful informative/ explanatory texts that thoroughly examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR W2) Introduce a topic: organization, and information so that each new element strategically develop the topic fully and in depth by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's Wroduce informative/ explanatory texts that thoroughly texplanatory texts that thoroughly explanatory texts that thoroughly the explanatory texts	Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
examine and convey complex ideas and fully examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR W2) Introduce a topic; organize complex ideas, concepts, and information so that each new element strategically builds on that which precedes it to create a unified whole. Strategically develop the topic fully and in depth by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's and information and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize ideas, concepts, and information somewhat clearly and accurately through the effective selection, organization of organization or organization or organization. Introduce a topic: organi	Write informative/					
concepts, and convey complex ideas, concepts, and convey complex ideas, concepts, and accurately through the effective selection, organization, and analysis of content. (CCR W2) Introduce a topic; organize complex ideas, concepts, and analysis of content. Introduce a topic; organize complex ideas, concepts, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element strategically builds on that which precedes it to create a unified whole. Strategically develop the topic fully and in depth by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to to reample a pappropriate to to reample a denoted the foliation of concepts, and information somewhat clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organization of ideas. Introduce a topic organization organization of ideas. Introduce a topic organization or						
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Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
(CCR W2 continued)	Use strategic, sophisticated, and varied transitions and syntax to link the major sections of the text to create cohesion and clarify the relationships among complex ideas and concepts.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Use appropriate transitions and syntax to link sections of the text, create cohesion, and identify the relationships among ideas and concepts.	Use some weak or inappropriate transitions to link sections of the text.	Use mostly inappropriate transitions, or none, to link sections of the text.
	Use precise and sophisticated language as well as domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Use language that inconsistently includes domain-specific vocabulary to manage the complexity of the topic.	Use language that includes minimal domain-specific vocabulary to manage the topic.	Use language that includes inadequate or inappropriate domain-specific vocabulary to manage the topic.
	Establish and maintain a formal style and objective tone while demonstrating mastery of norms and conventions of the discipline in which they are writing.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establish a formal style and objective tone while partially attending to the norms and conventions of the discipline in which they are writing.	Minimally establish a formal style and objective tone, using some language that is inappropriate.	Establish a style that is incoherent or mostly inappropriate.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCR W4)	Produce clear, coherent, and sophisticated writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce writing in which the development, organization, and style are inconsistently appropriate to task, purpose, and audience.	Produce unclear, incoherent writing in which the development, organization, and style are inappropriate to task, purpose, and audience.
Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCR W9)	Draw evidence from literary or informational texts to effectively support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to partially support analysis, reflection, and research.	Draw evidence from literary or informational texts to minimally support analysis, reflection, and research.	Draw evidence from literary or informational texts to insufficiently support analysis, reflection, and research.
	Demonstrate an in-depth understanding of the careful and purposeful use of evidence in writing by skillfully and purposefully drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Demonstrate a thorough understanding of the careful and purposeful use of evidence in writing by carefully drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Demonstrate a general or basic understanding of the use of evidence in writing by drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Demonstrate a limited or minimal understanding of the use of evidence in writing by inconsistently drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.	Demonstrate an insufficient understanding of the use of evidence in writing by inadequately or inaccurately drawing evidence from literary or informational texts to support analysis, reflection, and research through application of the Grade 11 Reading Standards.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCR L1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCR L2)	Demonstrate a sophisticated, skillful command of the conventions of standard English grammar and usage to produce writing with essentially no errors. Demonstrate a sophisticated, skillful command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with essentially no errors.	Demonstrate a solid command of the conventions of standard English grammar and usage to produce writing with few errors. Demonstrate a solid command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with few errors.	Demonstrate a command of the conventions of standard English grammar and usage to produce writing with occasional errors that do not significantly hinder comprehension. Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with occasional errors that do not significantly hinder comprehension.	Demonstrate an emerging command of the conventions of standard English grammar and usage to produce writing with some errors that may hinder comprehension. Demonstrate an emerging command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with some errors that may hinder comprehension.	Demonstrate a lack of command of the conventions of standard English grammar and usage to produce writing with many errors that hinder comprehension. Demonstrate a lack of command of the conventions of standard English capitalization, punctuation, and spelling to produce writing with many errors that hinder comprehension.
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCR L3)	Exhibit a sophisticated and precise use of language and its conventions when reading and writing.	Exhibit a consistent and effective use of language and its conventions when reading and writing.	Exhibit a competent and coherent use of language and its conventions when reading and writing.	Exhibit an inconsistent, limited, or imprecise use of language and its conventions when reading and writing.	Exhibit an insufficient or incoherent use of language and its conventions when reading and writing.

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Determine or clarify the	Consistently determine	Mostly determine or	Unevenly determine or	Minimally determine or	Incorrectly define the
meaning of unknown and	or clarify the meaning of	clarify the meaning of	clarify the meaning of	clarify the meaning of	meaning of unknown
multiple-meaning words	unknown and multiple-	unknown and multiple-	unknown and multiple-	unknown and multiple-	and multiple-meaning
and phrases by using	meaning words and	meaning words and	meaning words and	meaning words and	words and phrases based
context clues, analyzing	phrases based on grade	phrases based on grade	phrases based on grade	phrases based on grade	on grade 11 reading and
meaningful word parts, and consulting general	11 reading and content.	11 reading and content.	11 reading and content.	11 reading and content.	content.
and specialized reference					
materials, as appropriate.					
(CCR L4)					
(cen 2.)					
Demonstrate an	Demonstrate an	Demonstrate	Demonstrate	Demonstrate a limited	Demonstrate insufficient
understanding of	in-depth understanding	understanding of	understanding of	understanding of	understanding of
figurative language, word	of figurative language,	figurative language,	figurative language,	figurative language,	figurative language,
relationships, and nuances	word relationships, and	word relationships, and	word relationships, and	word relationships, and	word relationships, and
in word meanings.	nuances in word	nuances in word	nuances in word	nuances in word	nuances in word
(CCR L5)	meaning by:	meanings by:	meanings by:	meanings by:	meanings by:
	consistently interpreting	mostly interpreting	unevenly interpreting	minimally interpreting	inadequately
	figures of speech in	figures of speech in	figures of speech in	figures of speech in	interpreting figures of
	context and thoughtfully	context and analyzing	context:	context;	speech in context;
	analyzing their role in	their role in the text;	,		of contract to the contract to
	the text;	,			
	and/or	and/or	and/or	and/or	and
	precisely analyzing	analyzing nuances in the	partially analyzing	ineffectively	inaccurately
	nuances in the meaning	meaning of words with	nuances in the meaning	analyzing nuances in the	understanding nuances
	of words with similar	similar connotations.	of words with similar	meaning of words with	in the meaning of words.
	connotations.		connotations.	similar connotations.	

Anchor Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
Acquire and use	Use general academic	Use general academic	Use general academic	Use general academic	Use general academic
accurately a range of	and domain-specific	and domain-specific	and domain-specific	and domain-specific	and domain-specific
general academic and	words and phrases in a	words and phrases in an	words and phrases in a	words and phrases with	words and phrases
domain-specific words	precise and insightful	accurate way, sufficient	mostly accurate way,	limited accuracy,	inaccurately or not at all,
and phrases sufficient for	way, demonstrating	for reading and writing	nearing sufficiency for	approaching sufficiency	lacking sufficiency for
reading, writing,	mastery of reading and	at the college and career	reading and writing at	for reading and writing	reading and writing at
speaking, and listening at	writing at the college	readiness level.	the college and career	at the college and career	the college and career
the college and career	and career readiness		readiness level.	readiness level.	readiness level.
readiness level;	level.				
demonstrate					
independence in					
gathering vocabulary					
knowledge when					
considering a word or					
phrase important to					
comprehension or					
expression.					
(CCR L6)					