MCAP Maryland Comprehensive Assessment Program

ELA/L 10

PERFORMANCE LEVEL DESCRIPTORS

Maryland State Department of Education

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

MCAP ELA/L Grade 10 Performance Level Descriptors

Policy Level Performance Level Definitions

For each grade level or course, there are students performing along a proficiency continuum with regard to the skills and knowledge necessary to meet the demands of the Maryland College and Career Ready Standards (MCCRS). The Maryland Comprehensive Assessment Program (MCAP) is designed to align student performance with one of four proficiency levels. These proficiency levels are in the table below:

MCAP Policy Performance Level Descriptors
4
3
2
1

Performance Level Descriptions

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

How are the PLDs used in Assessment?

PLDs are essential in setting standards for the MCAP assessments. 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, or level 4 on the assessment. These discussions then influence the panelists in establishing cut scores for 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 and grade level. 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.

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The MCAP English Language Arts/Literacy Range Performance Level Descriptors (PLDs)

The MCAP English Language Arts/Literacy Range Performance Level Descriptors (PLDs) align with the MCAP Policy PLDs and describe the expectations for students across each standard and proficiency level. The English Language Arts/Literacy Range PLDs reflect the knowledge, skills, and processes that are expected of students at each level.

Text Complexity:

The Maryland College and Career Ready Standards and Common Core State Standards indicate that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, a clear and consistent model has been developed to define text complexity and the use of three text complexity levels has been determined: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

The two components for determining text complexity for all passages are as follows:

a. Two technology-based quantitative text complexity tools (Lexile and Flesch-Kincaid) will be used to analyze all reading passages to determine an initial recommendation for placement of a text into a grade band and subsequently a grade level.

b. Text Complexity Analysis Worksheets, one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one, two, or all three of the "optional" categories in the Text Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

Reporting Categories/Strands: Reading Literature, Reading Informational, & Vocabulary
Students read and demonstrate comprehension of grade-level text. Students use context to determine the meaning of words and phrases.

Reporting Category/Strand: Written Expression
Students write effectively when using and/or analyzing sources.

Reporting Category/Strand: Knowledge of Language and Conventions
Students write effectively, following conventions of standard English, applying sentence variety, and using appropriate mechanics.

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Reporting Categories/Strands: Reading Literature, Reading Informational, & Vocabulary

Students read and demonstrate comprehension of grade-level text. Students use context to determine the meaning of words and phrases.

Items designed to measure the *reading literature claim* on the MCAP ELA/L Assessment may address the evidence statements listed below.

The student's answer:

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
- Provides a statement of a theme of a text, based on textual evidence.
- Provides an analysis of how a theme emerges and is shaped and refined by specific details over the course of the text.
- Provides an objective summary of the text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text.
- Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop the theme over the course of the text.
- Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.
- Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Provides an analysis of how an author draws on or transforms source material in a specific work.

Items designed to measure the *reading informational claim* on the MCAP ELA/L Assessment may address the evidence statements listed below.

The student's answer:

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
- Provides specific textual evidence to support an analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
- Provides textual evidence to support an analysis of primary and/or secondary sources, attending to such features as the date and origin of the information.
- Provides a statement of the central idea(s) of a text.
- Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details.
- Provides an objective summary of the text.
- Provides a statement of the conclusions of a text.
- Demonstrates an ability to trace the text's explanation or depiction of a complex process, phenomenon, or concept.
- Provides an accurate summary of how key events or ideas develop over the course of the text.
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made.

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- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.
- Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.
- Demonstrates an ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- Provides a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them.
- Provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- Provides an analysis of how a text uses structure to emphasize key points or advance an explanation or analysis.
- Provides a statement of an author's point of view in a text.
- Provides a statement of an author's purpose in a text.
- Provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose.
- Provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- Provides a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Provides an analysis of various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), including which details are emphasized in each account.
- Provides a translation of quantitative or technical information expressed in words in a text into visual form.
- Provides a translation of quantitative or technical information expressed visually (e.g., in a table or chart) or mathematically (e.g., in an equation) into words.
- Provides an integration of quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Provides a delineation of the argument and specific claims in a text.
- Provides an assessment of whether the reasoning in the argument is valid.
- Provides an assessment of whether the evidence is relevant and sufficient to support the claims.
- Provides an identification of false statements and fallacious reasoning.
- Provides an assessment of the extent to which the reasoning and/or evidence in a text support the author's claim.
- Provides an assessment of the extent to which the reasoning and/or evidence in a text supports an author's claim or recommendation for solving a scientific or technical problem.
- Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- Provides a comparison and contrast of treatments of several primary and secondary sources on the same topic.
- Provides a comparison and contrast of information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

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Items designed to measure the ***vocabulary interpretation and use claim*** on the MCAP ELA/L Assessment may address the evidence statements listed below.

The student's answer:

- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone.
- Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including words and phrases describing political, social, or economic aspects.
- Demonstrates the ability to determine the meaning of symbols and key terms in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions).
- Demonstrates ability to interpret figures of speech in context.

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Anchor Standards	Level 4 *In reading, the pattern exhibited by student responses indicates:*	Level 3 *In reading, the pattern exhibited by student responses indicates:*	Level 2 *In reading, the pattern exhibited by student responses indicates:*	Level 1 *In reading, the pattern exhibited by student responses indicates:*
Reading Literature **MCCRS 1-7, & 9** **Reading Informational** **MCCRS 1-9** **Language** **MCCRS 4-5**	● With *very complex text*, students demonstrate a <u>mostly accurate</u> understanding and analysis of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *moderately complex text*, students demonstrate an <u>accurate</u> understanding and analysis of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *readily accessible text*, students demonstrate an <u>extensive</u> understanding and analysis of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	● With *very complex text*, students demonstrate a <u>generally accurate</u> understanding and analysis of the text, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *moderately complex text*, students demonstrate a <u>generally accurate</u> understanding and analysis of the text, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *readily accessible text*, demonstrate a <u>satisfactory</u> understanding and analysis of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	● With *very complex text*, students demonstrate a <u>very limited</u> understanding and analysis of the text, showing <u>very limited</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *moderately complex text*, students demonstrate a <u>limited</u> understanding and analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *readily accessible text*, students demonstrate a <u>partial</u> understanding and analysis of the text, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	● With *very complex text*, students demonstrate <u>very little or no</u> understanding and analysis of the text, showing <u>little or no</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *moderately complex text*, students demonstrate <u>little to no</u> understanding and analysis of the text, showing <u>little to no</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With *readily accessible text*, students demonstrate a <u>minimally accurate</u> analysis of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

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Reporting Category/Strand: Written Expression

Students write effectively when using and/or analyzing sources.

Items designed to measure the **written expression claim** on the MCAP ELA/L Assessment may address the evidence statements listed below.

The student's response:

- Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.
- States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence.
- Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Presents ideas clearly and logically from beginning to end; there are strong connections between and among ideas.
- Acknowledges and addresses alternate or opposing claims in a clear and sound manner.
- Examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Develops experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Is effectively developed with narrative techniques and creates an effective progression of experiences or events.
- Includes a well-developed thematic or topical link to the sources which enhances the narrative.
- Uses precise words, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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Anchor Standards	Level 4 *In writing, a student at this level exhibits an ability to:*	Level 3 *In writing, a student at this level exhibits an ability to:*	Level 2 *In writing, a student at this level exhibits an ability to:*	Level 1 *In writing, a student at this level exhibits an ability to:*
Writing Argument **MCCRS 1**	•Demonstrate a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence. •State and support claim(s) in an effective analysis of texts using effective reasoning and relevant evidence. •Develop clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. •Present ideas clearly and logically from beginning to end; there are strong connections between and among ideas.	•Demonstrate an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence. •State and support claim(s) in a mostly effective analysis of texts using mostly effective reasoning and evidence. •Develop mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. •Present ideas from beginning to end; there are connections between and among ideas.	•Demonstrate basic understanding of ideas in the texts by providing a generally accurate analysis supported with basic textual evidence. •State and support claim(s) through a generally accurate analysis of texts using some reasoning and evidence. •Develop generally clear and coherent writing in which the development, organization, and style are generally appropriate to task, purpose, and audience. •Present generally clear and logical ideas; there are general connections between and among ideas.	•Demonstrate limited understanding of ideas stated in the texts by providing a minimally accurate analysis supported with limited textual evidence. •State and support claim(s) through a limited analysis of texts using limited reasoning and evidence. •Develop minimally coherent writing in which the development, organization, and style are limited to task, purpose, and audience. •Present limited ideas; there are minimally effective connections between and among ideas.

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Anchor Standards	Level 4 *In writing, a student at this level exhibits an ability to:*	Level 3 *In writing, a student at this level exhibits an ability to:*	Level 2 *In writing, a student at this level exhibits an ability to:*	Level 1 *In writing, a student at this level exhibits an ability to:*
Writing Informative/ Explanatory **MCCRS 2**	•Demonstrate a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence. •Examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. •Develop clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. •Present ideas clearly and logically from beginning to end; there are strong connections between and among ideas.	•Demonstrate an adequate understanding of ideas in the texts by providing a mostly accurate analysis supported with adequate textual evidence. •Examine and convey mostly accurate ideas, concepts, and information through the selection, organization, and analysis of content. •Develop mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. •Present ideas from beginning to end; there are connections between and among ideas.	•Demonstrate basic understanding of ideas in the texts by providing a generally accurate analysis supported with basic textual evidence. •Examine and convey generally accurate ideas, concepts, and information through the generally accurate selection, organization, and analysis of content. •Develop generally clear and coherent writing in which the development, organization, and style are generally appropriate to task, purpose, and audience. •Present generally clear and logical ideas; there are general connections between and among ideas.	•Demonstrate limited understanding of ideas stated in the texts by providing a minimally accurate analysis supported with limited textual evidence. •Examine and convey minimally accurate ideas, concepts, and information through the minimally effective selection, organization, and analysis of content. •Show limited development of writing in which the development, organization, and style are limited to task, purpose, and audience. •Present limited ideas; there are minimally effective connections between and among ideas.

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Anchor Standards	Level 4 *In writing, a student at this level exhibits an ability to:*	Level 3 *In writing, a student at this level exhibits an ability to:*	Level 2 *In writing, a student at this level exhibits an ability to:*	Level 1 *In writing, a student at this level exhibits an ability to:*
Writing Narrative **MCCRS 3**	•Develop experiences or events using effective techniques, well-chosen details, and well-structured event sequences. •Develop clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. •Develop experiences or events effectively with narrative techniques and create an effective progression of experiences or events. •Include a well-developed thematic or topical link to the sources which enhances the narrative. •Use precise words, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	•Develop experiences or events using techniques, details, and structured event sequences. •Develop mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. •Develop experiences or events with narrative techniques and create a mostly coherent progression of experiences or events. •Include a thematic or topical link to the sources which supports the narrative. •Use words, telling details, and sensory language to convey a picture of the experiences, events, setting, and/or characters.	•Develop experiences or events using generally effective techniques, details, and event sequences. •Develop generally clear and coherent writing in which the development, organization, and style are generally appropriate to task, purpose, and audience. •Develop experiences or events with generally appropriate narrative techniques and create a somewhat coherent progression of experiences or events. •Include a somewhat developed thematic or topical link to the sources which somewhat supports the narrative. •Use somewhat effective details and language to convey the experiences, events, setting, and/or characters.	•Develop limited experiences or events using minimally effective techniques, details, and event sequences. •Develop minimally coherent writing in which the development, organization, and style to task, purpose, and audience are limited. •Develop experiences or events minimally with narrative techniques and create a limited progression of experiences or events. •Include a minimally effective thematic or topical link to the sources which limits the narrative. •Use limited details and language in an attempt to convey the experiences, events, setting, and/or characters.

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Reporting Category/Strand: Knowledge of Language and Conventions

Students write effectively, following conventions of standard English, applying sentence variety, and using appropriate mechanics.

Items designed to measure the ***knowledge of language and conventions in writing claim*** on the MCAP ELA/L Assessment may address the evidence statements listed below.

The student's response:

- Demonstrates command of the conventions of standard English at the appropriate level of complexity.
- Forms and controls a variety of sentences.
- Provides clarity by avoiding errors in grammar and mechanics.

Anchor Standards	Level 4 *In writing, a student at this level exhibits an ability to:*	Level 3 *In writing, a student at this level exhibits an ability to:*	Level 2 *In writing, a student at this level exhibits an ability to:*	Level 1 *In writing, a student at this level exhibits an ability to:*
Language **MCCRS 1-3**	•Demonstrate full command of the conventions of standard English. •Use complex grade-appropriate writing mechanics, including spelling, punctuation, and capitalization with few or no errors. •Use a variety of well-formed and effectively controlled sentence structures. •Produce writing with little to no errors in grammar and usage, and overall meaning is clear.	•Demonstrate command of the conventions of standard English. •Use grade-appropriate writing mechanics, including spelling, punctuation, and capitalization with few errors. •Use varied and mostly controlled sentence structures. •Produce writing with some errors in grammar and usage, but overall meaning is generally clear.	•Demonstrate basic command of the conventions of standard English. •Use limited grade-appropriate writing mechanics, including the misspelling of common words, and some errors in punctuation and capitalization. •Use a limited variety and basic control of sentence structures. •Produce writing with errors in grammar and usage that may occasionally impede understanding.	•Demonstrate minimal command of the conventions of standard English. •Use minimal grade-appropriate writing mechanics, including the frequent misspelling of common words, and substantial errors in punctuation and capitalization. •Use a minimal variety and inconsistent control of sentence structures. •Produce writing with frequent errors in grammar and usage that often impede understanding.