Maryland Comprehensive Assessment Program

ELA/L 3

PERFORMANCE LEVEL DESCRIPTORS

Maryland State Department of Education

MCAP ELA/L Grade 3 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.

<u>**Text Complexity:**</u>

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 Category/Strand: Reading Foundational Skills

Students demonstrate working knowledge of phonics and word recognition.

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

The student's answer:

•Demonstrates the ability to decode, analyze, and define multisyllabic words with common prefixes and suffixes.
•Demonstrates the ability to divide multisyllabic words into syllables.

Anchor Standards	Level 4 *In reading foundational skills, a student at this level exhibits an ability to:*	Level 3 *In reading foundational skills, a student at this level exhibits an ability to:*	Level 2 *In reading foundational skills, a student at this level exhibits an ability to:*	Level 1 *In reading foundational skills, a student at this level exhibits an ability to:*
Reading Foundational Skills **MCCRS 3**	● Demonstrate an <u>extensive</u> understanding of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.	● Demonstrate a <u>satisfactory</u> understanding of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.	● Demonstrate a <u>partial</u> understanding of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.	● Demonstrate a <u>minimal</u> understanding of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

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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 questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
- Provides a recounting of stories, including fables, folktales, and myths from diverse cultures.
- Provides a statement of the central message, lesson, or moral in a text.
- Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.
- Provides a description of characters in a story (e.g., their traits, motivations, or feelings).
- Provides an explanation of how characters' actions contribute to the sequence of events.
- Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.
- Provides a description of how each successive part of a text builds on earlier sections.
- Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).
- Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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 questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
- Provides a statement of the main idea of a text.
- Provides a recounting of key details in a text.
- Provides an explanation of how key details in a text support the main idea.
- Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.
- Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.
- Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.
- Demonstrates use of text features to locate relevant information (e.g., key words, sidebars).

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- Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).
- Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).
- Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.

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.
- Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area.
- Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
- Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.
- Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word.
- Demonstrates the ability to use a known root words as a clue to the meaning of an unknown word with the same root.
- Provides distinctions between the literal and nonliteral meanings of words and phrases.
- Demonstrates the ability to identify real-life connections between words and their use.
- Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty.

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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 mostly <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 *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 comprehension of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.
- States opinions on topics or texts, and effectively supports a point of view with reasons and information.
- 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.
- Examines a topic and conveys ideas and information accurately and clearly.
- Uses narrative techniques to effectively develop an event sequence.
- Includes an effective thematic or topical link to the sources which enhances the narrative.
- Uses words and phrases to signal event order.

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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 Opinion **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 opinions on topics or texts, and effectively supports a point of view with reasons and information. •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 opinions on topics or texts, and supports a point of view with mostly accurate reasons and information. •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 opinions on topics or texts, and generally supports a point of view with some reasons and information. •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 opinions on topics or texts with limited support. •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 a topic and conveys ideas and information accurately and clearly. •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 a topic and conveys ideas and information clearly. •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 a topic and generally conveys ideas and information. •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. •Show limited examination of the topic and minimally conveys ideas and information. •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. •Use narrative techniques to effectively develop an event sequence. •Include an effective topical link to the sources which enhances the narrative. •Use effective words and phrases to signal event order.	•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. •Use narrative techniques to develop an event sequence. •Include a topical link to the sources which supports the narrative. •Use words and phrases and to signal event order.	•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. •Use some narrative techniques that are somewhat effective in developing an event sequence. •Include a topical link to the sources which somewhat supports the narrative. •Use somewhat effective language to signal event order.	•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. •Use minimal narrative techniques and is limited in its development of events. •Include a topical link to the sources which is limited in its appropriateness. •Use minimal language to signal event order.

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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.