

## California Alternate Assessments Performance Level Descriptors GRADE THREE—ENGLISH LANGUAGE ARTS

Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2— Foundational Understanding	Level 3—Understanding
<b>Reading: Literary</b>	<b>3.RL.h1</b> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Identify a character, setting, event, or conflict.	Identify a character, setting, event, or conflict in a literary text.	<b>Moderate Text Complexity</b>	<b>Moderate Text Complexity</b>
				Describe the relationship between either characters, settings, events, or conflicts in a literary text.	Describe the relationship between characters, settings, events, and conflicts in a literary text (e.g., characters and events, characters and conflicts, setting and conflicts).
	<b>3.RL.i2</b> Answer questions (literal and inferential) and refer to text to support your answer.	Recall information in a text (e.g., repeated story lines).	Identify a detail from a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use details from a literary text to answer literal questions.	Use details from a literary text to answer literal and inferential questions.
	<b>3.RL.k2</b> Determine the central message, lesson, moral, and key details of a text read aloud or of information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or of information presented in diverse media.	Identify the topic of a literary text or diverse media.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Determine the central idea or message and supporting details in a literary text or diverse media.	Determine the central idea or message and supporting details in a literary text or diverse media.

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<b>Reading: Informational</b>	<b>3.RI.h1</b> Identify the purpose of a variety of text features.	Identify the text feature (e.g., charts, illustrations, maps, titles).	Identify text features in an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Explain the purpose of text features in an informational text.	Use information from text features in an informational text to answer questions.
	<b>3.RI.i2</b> Determine the main idea of text read, text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	Identify the topic of a text or of information presented in diverse media.	Identify the topic of a text presented by an illustration in an informational text or diverse media.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Determine the main idea of an informational text or visually presented information.	Determine the main idea of an informational text or visually presented information.
	<b>3.RI.h4</b> Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Identify an illustration in text.	Identify an illustration in text.	Use illustrations (e.g., maps, photographs) in informational text to answer questions.	Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational text to answer questions.
	<b>3.RI.k5</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text.	Identify the topic of an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Determine the main idea and supporting details in an informational text.	Identify how key details in an informational text support the main idea.

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<b>Reading: Vocabulary</b>	<b>3.RWL.i2</b> Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Recall the meaning of frequently used nouns.	Identify the meanings of frequently used words.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context to identify the meaning of a word.	Use context to identify the appropriate meaning of words or phrases.
<b>Reading: Foundation</b>	<b>3.RWL.h2</b> Identify grade-level words with accuracy.	Identify frequently used nouns.	Identify frequently used words.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify less frequently used words.	Identify grade-level words.
<b>Writing</b>	<b>3.WI.i4</b> Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.	Identify information from print and digital sources on given topics (e.g., pictures of animals).	Identify information on given topics (from orally and visually presented information).	Identify the category related to a set of facts.	Sort information into categories.
	<b>3.WI.p1</b> Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	Identify different types of text features found in informational text.	Identify text features.	Identify a text feature to present information on a given topic.	Select text features to enhance meaning.

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<b>Writing</b>	<b>3.WL.o1</b> With guidance and support from adults, produce a clear, coherent, and permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Identify descriptive sentences or select a concluding statement.	Select text, identify descriptive sentences, or select a concluding statement appropriate to the given purpose.	Produce a clear, coherent, and permanent product that is appropriate to the specific task, purpose, or audience.

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Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2—Foundational Understanding	Level 3—Understanding
<b>Reading: Literary</b>	<b>4.RL.i1</b> Refer to details and examples in a text when explaining what the text says explicitly.	Recall a detail in a text.	Recall a detail in a text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use details from the text to explain text references.	Use examples and provide details from a text to explain text references.
	<b>4.RL.k2</b> Determine the theme of a story, drama, or poem; refer to text to support answer.	Determine the topic of a story or poem.	Determine the topic of a story or poem.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Determine the theme of a story, drama, or poem.	Determine the theme of a story, drama, or poem and refer to text details to support the answer.
	<b>4.RL.l1</b> Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	Identify a character in a text.	Identify a character in a text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify physical characteristics using details from a text.	Describe character traits based on details from a text.

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<b>Reading: Informational</b>	<b>4.RI.h4</b> Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions.	Identify basic text features (e.g., charts, graphs, diagrams, timelines, maps).	Identify basic text features (e.g., charts, graphs, diagrams, timelines, maps).	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Locate information found in text features (e.g., charts, graphs, diagrams, timelines, maps).	Use information found in text features (e.g., charts, graphs, diagrams, timelines, maps) to answer questions.
	<b>4.RI.i3</b> Determine the main idea of an informational text.	Identify the topic of a text.	Identify the topic of an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Determine the main idea in an informational text.	Determine the main idea in an informational text.
	<b>4.RI.l1</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Locate information within a simplified chart, map, or graph.	Locate information in charts, graphs, diagrams, timelines, animations, or videos.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use information from charts, graphs, diagrams, timelines, animations, or videos to answer questions.	Interpret information from charts, graphs, diagrams, timelines, animations, or videos to explain how the information contributes to an understanding of the text.

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Reading: Vocabulary	4.RWL.i2 Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words showing shades of meaning.	Understand that words can have more than one meaning.	Identify words that have more than one meaning.	Low Text Complexity	Moderate Text Complexity
				Use context as a clue to determine the meaning of unknown words and multiple meaning words.	Use context as a clue to determine the meaning of unknown words, multiple meaning words, or words describing shades of meaning.
	4.RWL.j1 Use general academic and domain-specific words and phrases accurately.	Identify general academic words (e.g., <i>EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies</i> [EDL] grade 2 or 3- map, character, equal, book, name, paper, etc.).	Identify general academic words.	Low Text Complexity	Moderate Text Complexity
				Use general academic words.	Use general academic and domain-specific words and phrases.
Reading: Foundation	4.RWL.h2 Identify grade-level words with accuracy and on successive attempts.	Identify frequently used words (e.g., <i>EDL</i> grade 2 or 3).	Identify frequently used words.	Low Text Complexity	Moderate Text Complexity
				Identify frequently used words.	Identify grade-level words.

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<b>Writing</b>	<b>4.WI.p1</b> Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when useful to promote understanding.	Identify the purpose of using different formats, illustrations, or multimedia (e.g., bullets are used for listing items).	Identify the purpose of text features (e.g., bullets used for listing items, etc.).	Choose an appropriate text feature for given information (e.g. bullets, chart, timeline).	Include appropriate text features to organize information (e.g., choose either a bullet, a chart, or a timeline to organize dates from a person's life).
	<b>4.WI.q1</b> Provide a concluding statement or section to support the information presented.	Identify a concluding sentence that signals a close of a paragraph (e.g., In conclusion..., As a result..., Finally...).	Identify words and/or phrases that signal conclusions in writing.	Choose a sentence that provides the best conclusion.	Provide a concluding statement or section to support the information presented.
	<b>4.WL.o1</b> Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Identify descriptive sentences or select a concluding statement.	Select text appropriate to the purpose, identify descriptive sentences, or select a concluding statement.	Produce a clear, coherent, and permanent product that is appropriate to the specific task, purpose, or audience.

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Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2— Foundational Understanding	Level 3—Understanding
<b>Reading: Literary</b>	<b>5.RL.b1</b> Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.	Recall details in a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify details from a literary text to explain text references.	Identify examples in a literary text to support details.
	<b>5.RL.c2</b> Summarize a text from beginning to end in a few sentences.	Identify what happens in the beginning of a story.	Identify an event from the beginning of a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Order given events from a literary passage (e.g., beginning, middle, end).	Determine an appropriate summary for a literary text from beginning to end.
	<b>5.RL.d1</b> Compare characters, settings, and events within a story; provide or identify specific details in the text to support the comparison.	Identify characters, setting, and events in a story.	Identify characters, setting, and events in a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify details from an informational text that support the given topic or main idea.	Compare character, settings, and events in a literary text; identify details in the text that support the comparison.

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<b>Reading: Informational</b>	<b>5.RI.c4</b> Determine the main idea and identify key details to support the main idea.	Identify the topic of text.	Identify the topic of an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify details from an informational text that support the given topic or main idea.	Determine the main idea and identify details that support the main idea in an informational text.
	<b>5.RI.d5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	1: Identify a similarity between two pieces of information from a text.  2: Identify a difference between two pieces of information from a text.	Identify similarities and differences between two pieces of information.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Compare and contrast how events, ideas, concepts, or information are presented in two texts.	Compare and contrast how events, ideas, concepts, or information are presented in two or more texts.
	<b>5.RI.e2</b> Explain how an author uses reasons and evidence to support particular points in a text.	Identify main/key ideas/points in a text.	Identify main idea or key points.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Use details from the text to support an author's point.	Identify evidence to support the author's reasoning in an informational text.
<b>Reading: Vocabulary</b>	<b>5.RWL.a2</b> Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., <i>EDL</i> grade 3 or 4).	Identify multiple meaning words.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context as a clue to determine the meaning of unknown words or multiple meaning words.	Use context as a clue to determine the meaning of unknown or multiple meaning words or phrases.

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Writing	<b>5.WI.b3</b> Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	Identify relationship of set of items in various categories (definition, classification, compare/contrast, cause/effect).	Identify the relationship between given items in various categories.	Choose the correct organizer for given ideas, concepts, or information.	Organize ideas, concepts, and information using definition, classification, comparison/contrast, or cause/effect.
	<b>5.WL.h1</b> Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Identify descriptive sentences and select a concluding statement.	Select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement.	Produce a clear, coherent, and permanent product that is appropriate to the specific task, purpose, or audience.

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Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2—Foundational Understanding	Level 3—Understanding
<b>Reading: Literary</b>	<b>6.RL.b2</b> Refer to details and examples in a text when explaining what the text says explicitly.	Recall details in a text.	Identify details in a text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify details from a text to explain text references.	Identify and use details and examples in a text to explain text references.
	<b>6.RL.b3</b> Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story.	Identify characters in a story.	Identify characters in a story.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Use text-based details to describe characters or support inferences.	Use text-based details from a story to support inferences or conclusions about characters, including how they change during the course of the story.
	<b>6.RL.c3</b> Summarize a text from beginning to end in a few sentences without including personal opinions.	Identify what happens in the beginning and ending of a story.	Identify an event from the beginning and ending of a story.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Summarize the beginning and ending of a story.	Summarize a text from beginning to end without including personal opinions.

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<b>Reading: Informational</b>	<b>6.RI.b4</b> Summarize information gained from a variety of sources, including media or texts.	Identify a description of an event or individual in a text.	Identify a topic from a single source.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify the topic of information from two sources presented in different formats (e.g., media, texts).	Summarize information gained from a variety of sources, including media or texts.
	<b>6.RI.c2</b> Provide a summary of the text distinct from personal opinions or judgments.	Identify the main idea of a text.	Identify the main idea of an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Summarize an informational text.	Summarize informational text without including personal opinions or judgments.
	<b>6.RI.g4</b> Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	Identify a description of an event or individual in a text.	Identify a description of an event or individual in an informational text.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Identify details that support descriptions of events or individuals in an informational text.	Identify and use details from the text to elaborate or expand on a key individual, event, or idea in an informational text.
	<b>6.RI.g6</b> Evaluate the claim or argument; determine if it is supported by evidence.	Identify a fact from the text.	Identify the main idea of an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a claim or argument in an informational text.	Determine if a claim or argument is supported by text-based evidence.

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Reading: Vocabulary	<b>6.RWL.a1</b> Use context to determine the meaning of unknown or multiple meaning words or phrases.	Identify multiple meaning words (e.g., <i>EDL</i> grade 4 or 5).	Identify multiple meaning words.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context as a clue to determine the meaning of unknown words or multiple meaning words.	Use general academic and domain-specific words and phrases accurately.
	<b>6.RWL.c1</b> Use general academic and domain-specific words and phrases accurately.	Identify general academic words (e.g., <i>EDL</i> grade 4 or 5).	Identify general academic words.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use general academic and domain-specific words accurately.	Use general academic and domain-specific words and phrases accurately.
Writing	<b>6.WL.c3</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Match transition words, phrases, and clauses within a text.	Identify transition words within a text.	Identify transition words, phrases, and clauses within a text.	Use appropriate transition words, phrases, and clauses to signal shifts from one time frame or setting to another.
	<b>6.WI.h2</b> Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Identify descriptive sentences and select a concluding statement.	Select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement.	Produce a clear, coherent, and permanent product that is appropriate to the specific task, purpose, or audience.

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Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2—Foundational Understanding	Level 3—Understanding
Reading: Literary	7.RL.i2 Use two or more pieces of textual evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text.	Select an inference from a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a detail to support an inference, summary, or conclusion of a literary text.	Use evidence to support inferences, conclusions, or summaries of literary text.
	7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	Identify the theme or central idea of the text.	Select the theme or central idea of a literary text.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Identify evidence within a literary text that supports the theme or central idea.	Analyze the development of a theme or central idea in a literary text.
Reading: Informational	7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Identify a conclusion from an informational text.	Select a conclusion in an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a detail to support inferences, conclusions, or summaries in an informational text.	Use evidence to support inferences, conclusions, or summaries of informational text.
	7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify the relationship between people, events, or ideas in a text.	Select the relationship between people, events, or ideas in an informational text.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Identify the interactions between individuals, events, or ideas in an informational text.	Use details to explain the interactions between individuals, events, or ideas in an informational text.

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Reading: Informational	7.RI.k4 Evaluate the claim or argument to determine if it is supported by evidence.	Identify a claim from the text.	Select a claim from an informational text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a claim or argument in an informational text.	Analyze if a claim or argument in an informational text is supported by evidence.
	7.RI.l1 Compare/contrast how two or more authors write about the same topic.	EU 1: Identify two texts on the same topic. EU 2: Compare/contrast two statements related to a single detail within a topic.	Select two informational texts with the same topic.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a similarity and a difference between two informational texts with the same topic.	Compare and contrast how two authors write about the same topic in informational text.
Reading: Vocabulary	7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., <i>EDL</i> grade 5 or 6).	Use context as a clue to select the meaning of a word.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context as a clue to identify the meaning of words or multiple meaning words.	Use context as a clue to determine the meaning of unknown or multiple meaning words or phrases.
Writing	7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Identify a visual image to match provided text.	Select a visual image that matches provided text.	Identify precise words or phrases to describe the action, convey experiences or events.	Select/generate precise words or phrases to describe the action, convey experiences or events.
	7.WI.jo1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Select descriptive sentences or select a concluding statement.	Identify text appropriate to the purpose, identify descriptive sentences, or select a concluding statement.	Select/generate an appropriate, permanent product that is specific to the task, purpose, or audience.

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Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2—Foundational Understanding	Level 3—Understanding
<b>Reading: Literary</b>	<b>8.RL.i2</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from a literary text.	Select an inference from a literary text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify a detail to support an inference, summary, or conclusion of a literary text.	Use evidence to support inferences, conclusions, or summaries of literary text.
	<b>8.RL.j2</b> Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.	Identify the theme or central idea of the text.	Select a theme or central idea from a literary text.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Identify the relationship between the theme or central idea to characters, setting, or plot.	Analyze the development of the theme or central idea, including its relationship to the characters, setting, or plot.
<b>Reading: Informational</b>	<b>8.RI.j1</b> Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Make an inference from an informational text.	Select an inference from an informational text	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify an inference, conclusion, or summary of an informational text.	Use evidence to support inferences, conclusions, or summaries of informational text.
	<b>8.RI.k2</b> Determine how the information in each section contributes to the whole or to the development of ideas.	Identify supporting key details/key information within a paragraph.	Select key details or information within an informational passage to support the development of ideas.	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
				Identify how the information in each section contributes to the whole or to the development of ideas.	Identify how the information in each section contributes to the whole or to the development of ideas.

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Reading: Informational	<b>8.RI.k4</b> Identify an argument or claim that the author makes.	Identify a fact from the text.	Select a fact from the text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify an argument or claim presented in an informational text.	Identify an argument or claim that the author makes in an informational text.
	<b>8.RI.l1</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify a similar topic in two texts.	Select a similar topic in two informational texts.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify conflicting information on the same topic from two informational texts.	Identify where two informational texts disagree on matters of fact or interpretation.
Reading: Vocabulary	<b>8.RWL.g1</b> Use context as a clue to the meaning of a grade-appropriate word or phrase.	Use context as a clue to determine the meaning of a word (e.g., <i>EDL</i> grades 6 or 7).	Use context as a clue to select the meaning of a word.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context as a clue to identify the meaning of words or multiple meaning words.	Use context as a clue to determine the meaning of unknown or multiple meaning words or phrases.
Writing	<b>8.WI.o1</b> Produce a clear coherent permanent product (e.g. select/generate responses to form paragraph/essay) that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Select descriptive sentences or a concluding statement.	Identify text appropriate to the purpose, identify descriptive sentences, or select a concluding statement.	Select/generate an appropriate, permanent product that is specific to the task, purpose, or audience.
	<b>8.WP.k2</b> Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).	Select a writer's point of view or claim in a text.	Identify an appropriate organizational structure to best present a writer's specific point of view or claim.	Select/generate an organizational structure in which ideas are logically grouped to support the writer's claim.

## California Alternate Assessments Performance Level Descriptors GRADE ELEVEN—ENGLISH LANGUAGE ARTS

Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2— Foundational Understanding	Level 3— Understanding
Reading: Literary	11-12.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a literary text.	Identify a summary of the plot of a literary text.	Select a summary of the plot in a literary text.	Low Text Complexity	Moderate Text Complexity
				Identify evidence that supports a conclusion or summary of the plot within a literary text.	Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a literary text.
	11-12.RL.d1 Analyze how an author’s choices concerning how to structure specific parts of a 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.	Identify elements of a story’s plot (e.g., exposition, rising action, climax, falling action, resolution).	Select an element of a story's plot (e.g., exposition, rising action, climax, falling action, resolution).	Moderate Text Complexity	High Text Complexity
				Use text evidence to identify parts of a plot of a literary text (e.g., exposition, rising action, climax, falling action, resolution).	Analyze how an author’s use of details or structure contributes to the overall plot and meaning of a literary text.
Reading: Informational	11-12.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of informational text.	Identify a conclusion from an informational text.	Select the conclusion of an informational text.	Low Text Complexity	Moderate Text Complexity
				Use evidence to support an inference, summary, or conclusion of an informational text.	Use two or more pieces of evidence or details to support inferences, conclusions, or summaries of an informational text.
	11-12.RI.b5 Determine how key details support the development of the central idea of informational text.	Identify the central idea or key detail of an informational text.	Select the central idea or key detail of an informational text.	Moderate Text Complexity	High Text Complexity
				Identify key details that support the central idea of an informational text.	Determine how key details support the development of the central idea of an informational text.

## California Alternate Assessments Performance Level Descriptors GRADE ELEVEN—ENGLISH LANGUAGE ARTS

Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2— Foundational Understanding	Level 3— Understanding
<b>Reading: Informational</b>	<b>11-12.RI.d1</b> Determine the author’s point of view or purpose in an informational text.	Identify what an author tells about a topic.	Select what an author tells about a topic.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify an author's point of view in an informational text.	Use evidence to identify a point of view or purpose in an informational text.
	<b>11-12.RI.e1</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Locate information within a text related to a given topic.	Locate information within a text related to a given topic.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify information from different media or formats to address a question or solve a problem.	Integrate and evaluate multiple sources of information in different media or formats in order to address a question or solve a problem.
	<b>11-12.RWL.b1</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.	Use context as a clue to determine the meaning of a word in text (e.g., <i>EDL</i> grade 8 or 9).	Use context as a clue to select the meaning of a word.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Use context as a clue to identify the meaning of a word or phrase.	Use context as a clue to determine the meaning of a word or phrase.
	<b>11-12.RWL.c3</b> Develop and explain ideas for why authors made specific word choices within a text.	Identify a word or words used to describe a person, place, thing, action, or event in a text (e.g., <i>EDL</i> grade 8 or 9).	Select a word or words used to describe a person, place, thing, action, or event in a text.	<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>
				Identify words used to describe a person, place, thing, action, or event in a text.	Explain why an author made specific word choices within a text.

## California Alternate Assessments Performance Level Descriptors GRADE ELEVEN—ENGLISH LANGUAGE ARTS

Category	Core Content Connectors	Essential Understandings	Level 1—Limited Understanding	Level 2— Foundational Understanding	Level 3— Understanding
<b>Writing</b>	<b>11-12.WI.b2</b> Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	Identify information that doesn't belong in a paragraph based on an organizational structure (e.g., examples, descriptions, cause/effect, compare/contrast).	Select information that does not belong in a paragraph based on an organizational structure (e.g., examples, descriptions, cause/effect, compare/contrast).	Identify an organizational structure to support paragraph focus (e.g., examples, descriptions, cause/effect, compare/contrast).	Select/generate an organizational structure for writing that groups information logically to support paragraph focus (e.g., examples, descriptions, cause/effect, compare/contrast).
	<b>11-12.WP.f1</b> Produce a clear coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).	Select a descriptive sentence or a concluding statement appropriate to the specific task.	Identify descriptive sentences, a concluding statement, or text appropriate to the purpose (to persuade).	Select/generate a permanent product that is appropriate to the specific task, purpose (to persuade), or audience.
	<b>11-12.WI.b4</b> Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	Match details, facts, or examples to a topic.	Match details, facts, or examples to a topic.	Select the facts, extended definitions, details, or quotations relevant to the topic.	Select the facts, extended definitions, concrete details, quotations, or examples that are most appropriate for the audience.