

# Oklahoma School Testing Program: Grade 3 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Consistently choose the best summary of the text and identify the main idea and key details.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to describe genres.</li><li>• Frequently identify literary elements, literary devices, and author’s purpose and frequently distinguish fact from opinion.</li><li>• Consistently infer whether a text is written in first or third person point of view.</li><li>• Consistently engage in a recursive writing process to create organized written works with a purpose that is clearly communicated for an appropriate audience.</li><li>• Skillfully use details that support the writing task.</li></ul> | <ul style="list-style-type: none"><li>• Skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues.</li><li>• Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.</li><li>• Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Generate a question on a specific topic and consistently locate and use information, including graphic features, to understand the text.</li><li>• Determine the relevance and reliability of information.</li><li>• Clearly summarize and present information in an organized and cohesive way.</li></ul> |
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# Oklahoma School Testing Program: Grade 3 English Language Arts

## Performance Level Descriptors

<p><b>Proficient</b></p> <p>Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.</p> <p>Students scoring at the <b>Proficient</b> level typically:</p>	
<ul style="list-style-type: none"> <li>Choose the best summary of the text and identify the main idea and key details.</li> <li>Compare and contrast details to classify genres.</li> <li>Identify literary elements, literary devices, and author’s purpose and distinguish fact from opinion.</li> <li>Infer whether a text is written in first or third person point of view.</li> <li>Engage in a recursive writing process to create organized written works.</li> <li>Create written works for specific purposes and audiences using details that support the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues.</li> <li>Use appropriate vocabulary to write clearly and effectively.</li> <li>Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li> <li>Generate a question on a specific topic, and locate and use information, including graphic features, to understand the text.</li> <li>Summarize and present information in an organized way.</li> </ul>
<p><b>Basic</b></p> <p>Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.</p> <p>Students scoring at the <b>Basic</b> level typically:</p>	
<ul style="list-style-type: none"> <li>Inconsistently choose the best summary of the text and have difficulty identifying main ideas and key details.</li> <li>Compare and contrast but inconsistently classify genres.</li> <li>Inconsistently identify literary elements, literary devices, author’s purpose, or points of view or inconsistently distinguish fact from opinion.</li> <li>Inconsistently engage in a recursive writing process to create written works that lack organization.</li> <li>Write for a specific purpose but seldom consider the audience.</li> <li>Inconsistently support their ideas with details.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues.</li> <li>Inconsistently use appropriate vocabulary in written works.</li> <li>Inconsistently identify and apply appropriate use of grammar and mechanics.</li> <li>Generate a question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to understand the text.</li> <li>Provide an incomplete summary and present information with lack of clarity.</li> </ul>
<p><b>Below Basic</b></p> <p>Students have not performed at least at the <b>Basic</b> level.</p>	

# Oklahoma School Testing Program: Grade 4 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Consistently choose the best summary of the text and explain how the details support the main idea.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres.</li><li>• Consistently recognize the paraphrase of original text.</li><li>• Consistently identify and describe literary elements, literary devices, author’s purpose, accuracy of facts, and text structure in various texts.</li><li>• Consistently infer meaning from increasingly complex text, including author’s purpose and points of view.</li><li>• Consistently engage in a recursive writing process to create purposeful and organized written works.</li><li>• Create fully developed and engaging written works for specific purposes and audiences using details that support the writing task.</li></ul> | <ul style="list-style-type: none"><li>• Efficiently use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues.</li><li>• Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.</li><li>• Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Generate a viable research question on a specific topic and consistently locate and use information, including graphic features, to interpret the text.</li><li>• Organize and synthesize relevant and reliable information in order to present findings.</li></ul> |
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# Oklahoma School Testing Program: Grade 4 English Language Arts

## Performance Level Descriptors

### Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

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| <ul style="list-style-type: none"><li>• Choose the best summary of the text and identify the details that support the main idea.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to classify genres.</li><li>• Recognize the paraphrase of original text most of the time.</li><li>• Identify and describe literary elements, literary devices, author’s purpose, accuracy of facts, and text structure in various texts.</li><li>• Infer meaning from a text including author’s purpose and points of view.</li><li>• Engage in a recursive writing process to create purposeful written works.</li></ul> | <ul style="list-style-type: none"><li>• Select and apply the organizational structure that best fits the mode, purpose, and audience.</li><li>• Use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues.</li><li>• Use appropriate vocabulary to write clearly and effectively.</li><li>• Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Generate a viable research question on a specific topic and adequately locate and use information, including graphic features, to interpret the text.</li><li>• Organize relevant and reliable information in order to present findings.</li></ul> |
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# Oklahoma School Testing Program: Grade 4 English Language Arts Performance Level Descriptors

## Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

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| <ul style="list-style-type: none"><li>• Inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details.</li><li>• Compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres.</li><li>• Seldom identify the paraphrase of original text.</li><li>• Inconsistently identify and describe literary elements, literary devices, author’s purpose, points of view, or accuracy of facts.</li><li>• Inconsistently engage in a recursive writing process to create written works.</li><li>• Produce writing that lacks organizational structure.</li></ul> | <ul style="list-style-type: none"><li>• Create underdeveloped written works for specific purposes and audiences with inconsistent use of details.</li><li>• Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues.</li><li>• Inconsistently use appropriate vocabulary in written works.</li><li>• Inconsistently identify and apply appropriate use of grammar and mechanics.</li><li>• Generate a research question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to interpret the text.</li></ul> |
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## Below Basic

Students have not performed at least at the **Basic** level.

# Oklahoma School Testing Program: Grade 5 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Analyze how summaries reflect a meaningful, text-based sequence of the main idea and supporting details.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres.</li><li>• Consistently recognize the paraphrase of original text.</li><li>• Evaluate and analyze literary devices, author’s purpose, point of view, and accuracy of facts to interpret the meaning of the text as a whole.</li><li>• Consistently compare and contrast texts, and ideas within and between texts, to support inferences.</li><li>• Consistently engage in a recursive writing process to create purposeful and organized written works.</li></ul> | <ul style="list-style-type: none"><li>• Create thoroughly organized and engaging written works by selecting and applying the organizational structure that best fits the mode, purpose, and audience.</li><li>• Skillfully use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues.</li><li>• Consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.</li><li>• Consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Consistently locate, record, and organize relevant and reliable information on a topic in order to synthesize and clearly present findings.</li></ul> |
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# Oklahoma School Testing Program: Grade 5 English Language Arts

## Performance Level Descriptors

### Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

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| <ul style="list-style-type: none"><li>• Identify objective text-based summaries that include main idea, supporting details, and a logical sequence of events.</li><li>• Compare and contrast details in literary and nonfiction/informational texts to classify genres.</li><li>• Recognize the paraphrase of original text most of the time.</li><li>• Explain how literary elements, literary devices, author's purpose, point of view, accuracy of facts, and text structure contribute to the meaning of the text.</li><li>• Compare and contrast texts and ideas within and between texts.</li><li>• Engage in a recursive writing process to create purposeful written works.</li></ul> | <ul style="list-style-type: none"><li>• Select and apply the organizational structure that best fits the mode, purpose, and audience.</li><li>• Use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues.</li><li>• Use appropriate vocabulary to write clearly and effectively.</li><li>• Frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.</li><li>• Adequately locate, record, and organize relevant and reliable information on a topic in order to present findings.</li></ul> |
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# Oklahoma School Testing Program: Grade 5 English Language Arts

## Performance Level Descriptors

### Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

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| <ul style="list-style-type: none"><li>• Inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details.</li><li>• Compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres.</li><li>• Seldom identify the paraphrase of original text.</li><li>• Identify literary elements, literary devices, author’s purpose, point of view, or accuracy of facts.</li><li>• Inconsistently compare and contrast texts and ideas within or between texts.</li><li>• Inconsistently engage in a recursive writing process to create written works.</li></ul> | <ul style="list-style-type: none"><li>• Create written works for various purposes and audiences but inconsistently select and apply an organizational structure that fits the writing task.</li><li>• Inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues.</li><li>• Inconsistently use appropriate vocabulary in written works.</li><li>• Inconsistently identify and apply appropriate use of grammar and mechanics.</li><li>• Ineffectively locate, record, and organize information on a topic in order to present findings.</li></ul> |
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### Below Basic

Students have not performed at least at the **Basic** level.



# Oklahoma School Testing Program: Grade 6 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Thoroughly comprehend, interpret, evaluate, and respond to a variety of increasingly complex texts of all literary and informational genres.</li><li>• Skillfully create an objective summary including main idea and supporting details.</li><li>• Effectively paraphrase main ideas with supporting details in a text.</li><li>• Thoroughly compare and contrast stated or implied purposes of authors' writing.</li><li>• Thoroughly evaluate literary devices, points of view, and perspectives.</li><li>• Explicitly analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Consistently categorize facts included in an argument.</li><li>• Analyze and evaluate complex textual evidence to support inferences and understanding within and between varied texts.</li><li>• Effectively engage in a recursive writing process to compose narrative, informative, and opinion responses for varied purposes and audiences.</li><li>• In opinion writing, strategically state an opinion supported with facts and details.</li></ul> | <ul style="list-style-type: none"><li>• Use fully developed, complex ideas, thorough organization, purposeful word choice, a variety of fluent sentences, and appropriate voice.</li><li>• Skillfully use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li><li>• Infer complex relationships among words with multiple meanings.</li><li>• Select precise vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a strong command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li><li>• Thoroughly comprehend, evaluate, and synthesize resources.</li><li>• Skillfully summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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# Oklahoma School Testing Program: Grade 6 English Language Arts

## Performance Level Descriptors

### Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

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| <ul style="list-style-type: none"><li>• Comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres.</li><li>• Create an objective summary including main idea and supporting details.</li><li>• Paraphrase main ideas with supporting details in a text.</li><li>• Compare and contrast stated or implied purposes of authors' writing.</li><li>• Evaluate literary devices, points of view, and perspectives.</li><li>• Analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Categorize facts included in an argument.</li><li>• Analyze textual evidence to support inferences and understanding within and between texts.</li><li>• Engage in a recursive writing process to compose narrative, informative, and opinion responses for varied purposes and audiences.</li><li>• In opinion writing, introduce a claim and organize reasons and evidence.</li><li>• Use fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li></ul> | <ul style="list-style-type: none"><li>• Use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li><li>• Infer the relationships among words with multiple meanings.</li><li>• Select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a topic.</li><li>• Record and organize information from various sources.</li><li>• Comprehend, evaluate, and synthesize resources.</li><li>• Summarize and integrate information following a citation style with guidance and support.</li><li>• Summarize and present information in a report.</li></ul> |
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# Oklahoma School Testing Program: Grade 6 English Language Arts

## Performance Level Descriptors

### Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

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| <ul style="list-style-type: none"> <li>• Partially comprehend, interpret, evaluate, and respond to literary and informational texts, applying limited critical thinking skills.</li> <li>• Create a summary including main idea and limited supporting details.</li> <li>• Inconsistently paraphrase main ideas with limited supporting details in a text.</li> <li>• Inconsistently compare and contrast stated or implied purposes of authors' writing.</li> <li>• Inconsistently identify literary devices, points of view, and perspectives.</li> <li>• Describe how authors use key literary elements.</li> <li>• Inconsistently categorize facts included in an argument.</li> <li>• Inconsistently identify limited textual evidence to support inferences between texts.</li> <li>• Inconsistently engage in a writing process to compose narrative, informative, and opinion responses for varied purposes and audiences.</li> <li>• In opinion writing, inconsistently state an opinion supported with limited facts and details.</li> </ul> | <ul style="list-style-type: none"> <li>• Use partially developed ideas, weak organization, and ineffective word choice, sentences, and voice.</li> <li>• Ineffectively use context clues, word parts, and reference tools to determine the meaning of words.</li> <li>• Sometimes infer the relationships among words with multiple meanings.</li> <li>• Use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose.</li> <li>• Inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li> <li>• Demonstrate a limited command of Standard English grammar, mechanics, and usage.</li> <li>• Sometimes recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li> <li>• Partially comprehend, evaluate, and synthesize resources.</li> <li>• Ineffectively summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li> </ul> |
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### Below Basic

Students have not performed at least at the **Basic** level.

# Oklahoma School Testing Program: Grade 7 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Thoroughly comprehend, interpret, evaluate, and respond to a variety of increasingly complex texts of all literary and informational genres.</li><li>• Skillfully create an objective summary including main idea and supporting details.</li><li>• Effectively paraphrase main ideas with supporting details in a text.</li><li>• Thoroughly compare and contrast stated or implied purposes of authors' writing.</li><li>• Thoroughly evaluate literary devices, points of view, and perspectives.</li><li>• Explicitly analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Consistently distinguish factual claims from opinions.</li><li>• Analyze and evaluate complex textual evidence to support inferences and understanding within and between varied texts.</li><li>• Effectively engage in a recursive writing process to compose narrative, informative, and opinion responses for varied purposes and audiences.</li><li>• In argumentative writing, strategically introduce a claim and organize well-developed reasons and evidence.</li></ul> | <ul style="list-style-type: none"><li>• Use fully developed, complex ideas, thorough organization, purposeful word choice, a variety of fluent sentences, and appropriate voice.</li><li>• Skillfully use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li><li>• Infer complex relationships among words with multiple meanings.</li><li>• Select precise vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a strong command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li><li>• Thoroughly comprehend, evaluate, and synthesize resources.</li><li>• Skillfully summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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# Oklahoma School Testing Program: Grade 7 English Language Arts

## Performance Level Descriptors

### Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

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| <ul style="list-style-type: none"><li>• Read and comprehend increasingly complex literary and informational texts.</li><li>• Create an objective summary including main idea and supporting details.</li><li>• Paraphrase main ideas with supporting details in a text.</li><li>• Compare and contrast stated or implied purposes of authors' writing.</li><li>• Evaluate literary devices, points of view, and perspectives.</li><li>• Analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Distinguish factual claims from opinions.</li><li>• Analyze and evaluate textual evidence to support inferences and draw simple, logical conclusions between and across multiple texts.</li><li>• Engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences.</li><li>• In argumentative writing, introduce a claim and organize reasons and evidence.</li></ul> | <ul style="list-style-type: none"><li>• Use fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li><li>• Use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li><li>• Infer the relationships among words with multiple meanings.</li><li>• Select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a topic.</li><li>• Comprehend, evaluate, and synthesize resources.</li><li>• Summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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## Oklahoma School Testing Program: Grade 7 English Language Arts Performance Level Descriptors

### Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

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| <ul style="list-style-type: none"> <li>• Partially comprehend, interpret, evaluate, and respond to literary and informational texts, applying limited critical thinking skills.</li> <li>• Create a summary including main idea and limited supporting details.</li> <li>• Inconsistently paraphrase main ideas with limited supporting details in a text.</li> <li>• Inconsistently compare and contrast stated or implied purposes of authors' writing.</li> <li>• Inconsistently identify literary devices, points of view, and perspectives.</li> <li>• Describe how authors use key literary elements.</li> <li>• Inconsistently distinguish factual claims from opinions.</li> <li>• Inconsistently identify limited textual evidence to support inferences and draw weak conclusions between texts.</li> <li>• Inconsistently engage in a writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences.</li> <li>• In argumentative writing, introduce a claim, reasons, and evidence.</li> </ul> | <ul style="list-style-type: none"> <li>• Use partially developed ideas, weak organization, and ineffective word choice, sentences, and voice.</li> <li>• Ineffectively use context clues, word parts, and reference tools to determine the meaning of words.</li> <li>• Sometimes infer the relationships among words with multiple meanings.</li> <li>• Use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose.</li> <li>• Inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li> <li>• Demonstrate a limited command of Standard English grammar, mechanics, and usage.</li> <li>• Sometimes recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li> <li>• Partially comprehend, evaluate, and synthesize resources.</li> <li>• Ineffectively summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li> </ul> |
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### Below Basic

Students have not performed at least at the **Basic** level.

# Oklahoma School Testing Program: Grade 8 English Language Arts

## Performance Level Descriptors

### Advanced

Students demonstrate superior performance on challenging subject matter.

In addition to demonstrating a broad and in-depth understanding and application of all skills at the **Proficient** level, students scoring at the **Advanced** level typically:

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| <ul style="list-style-type: none"><li>• Thoroughly comprehend, interpret, evaluate, and respond to literary and informational texts, applying critical thinking skills.</li><li>• Skillfully evaluate literary devices, points of view, and perspectives.</li><li>• Skillfully analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Explicitly analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts.</li><li>• Effectively engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences.</li><li>• In argumentative writing, introduce a claim, counterclaim, and support with logical reasons and evidence.</li><li>• Synthesize fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li><li>• Skillfully use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li></ul> | <ul style="list-style-type: none"><li>• Infer complex relationships among words with multiple meanings.</li><li>• Select precise vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Intentionally apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a strong command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li><li>• Thoroughly comprehend, evaluate, and synthesize resources.</li><li>• Skillfully summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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# Oklahoma School Testing Program: Grade 8 English Language Arts

## Performance Level Descriptors

### Proficient

Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level.

Students scoring at the **Proficient** level typically:

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| <ul style="list-style-type: none"><li>• Read, comprehend, interpret, evaluate, and respond to literary and informational texts, applying critical thinking skills.</li><li>• Evaluate literary devices, points of view, and perspectives.</li><li>• Analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Analyze and evaluate textual evidence to support inferences and conclusions between and across multiple texts.</li><li>• Engage in a recursive writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences.</li><li>• In argumentative writing, introduce a claim, recognize a claim from an opposing viewpoint, and organize reasons and evidence.</li><li>• Use fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li></ul> | <ul style="list-style-type: none"><li>• Use context clues, word parts, and reference tools to determine or clarify the meaning of words.</li><li>• Infer the relationships among words with multiple meanings.</li><li>• Select vocabulary to communicate ideas in writing and to create a specific effect according to a purpose.</li><li>• Apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a command of Standard English grammar, mechanics, and usage.</li><li>• Recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li><li>• Comprehend, evaluate, and synthesize resources.</li><li>• Summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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# Oklahoma School Testing Program: Grade 8 English Language Arts

## Performance Level Descriptors

### Basic

Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level.

Students scoring at the **Basic** level typically:

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| <ul style="list-style-type: none"><li>• Partially comprehend, interpret, evaluate, and respond to literary and informational texts, applying limited critical thinking skills.</li><li>• Inconsistently evaluate literary devices, points of view, and perspectives.</li><li>• Inconsistently analyze how authors use key literary elements to contribute to the meaning of the text.</li><li>• Inconsistently analyze and evaluate textual evidence to support inferences and conclusions between or across multiple texts.</li><li>• Inconsistently engage in a writing process to compose narrative, informative, and argumentative responses for varied purposes and audiences.</li><li>• In argumentative writing, introduce a claim and provide reasons and evidence.</li><li>• Use partially developed ideas, weak organization, ineffective word choice, basic sentences, or inconsistent voice.</li></ul> | <ul style="list-style-type: none"><li>• Ineffectively use context clues, word parts, and reference tools to determine the meaning of words.</li><li>• Sometimes infer the relationships among words with multiple meanings.</li><li>• Use a limited vocabulary to communicate ideas in writing and to create an effect according to a purpose.</li><li>• Inconsistently apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts in reading and writing.</li><li>• Demonstrate a limited command of Standard English grammar, mechanics, and usage.</li><li>• Sometimes recognize viable research questions and well-developed thesis statements and use them to find information on a specific topic.</li><li>• Partially comprehend, evaluate, and synthesize resources.</li><li>• Ineffectively summarize and paraphrase, integrate evidence, and cite sources to create written works for multiple purposes.</li></ul> |
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### Below Basic

Students have not performed at least at the **Basic** level.

## College- and Career-Readiness Assessment: English Language Arts Performance Level Descriptors

### Advanced

Students at this level have a 94% probability of earning a C or higher and a 75% probability of earning a B or higher in credit-bearing history, literature, social sciences, or writing courses at 4-year institutions. The average first year college GPA at this level is a 3.3 or above (low B or higher). Students at this level are highly likely to be on track for success in college or career.

Students demonstrate superior performance with challenging subject matter and clearly exhibit readiness for college and career.

In addition to demonstrating broad and in-depth understanding and application of all skills in the **Proficient** Level, students scoring at the **Advanced** Level typically:

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| <ul style="list-style-type: none"><li>• Thoroughly comprehend, analyze, and synthesize information from literary and informational texts, applying a wide range of close reading skills across a range of subject areas and complexity levels.</li><li>• Skillfully locate and paraphrase details, make logical inferences to support generalizations, grasp the central idea of texts, and understand complex thoughts and comparative relationships involving abstract concepts.</li><li>• Use knowledge about the author's craft and the text structure to interpret important features of the whole text, such as an author's rhetorical purpose; also analyze character point of view in texts.</li><li>• Skillfully integrate knowledge and ideas from across multiple related texts, analyzing the texts to find evidence in support of a claim.</li><li>• Blend multiple modes of writing to produce complex argumentative essays on substantive topics.</li><li>• Produce writing that productively and critically engages with multiple perspectives, establishes a thesis claim, and examines implications and complexities.</li><li>• Develop ideas and support claims with persuasive evidence, using reasoning and illustration to enhance the central claim.</li></ul> | <ul style="list-style-type: none"><li>• Purposefully engage in a recursive writing process to create a skillful organization with logical sequencing and transitions that establish and clarify relationships among ideas.</li><li>• Use language to convey subtle shades of meaning with a style that enhances the writing purpose.</li><li>• Use sentence structures that are consistently varied and clear.</li><li>• Skillfully interpret vocabulary, including figurative language, inferring the meaning of words and phrases by using context.</li><li>• Demonstrate sophisticated understanding of general academic and domain-specific vocabulary.</li><li>• Maintain a consistent and appropriate tone in their writing through subtle and effective word choices.</li><li>• Skillfully apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.</li><li>• Recognize subtle disturbances in sentence structure.</li><li>• Demonstrate a thorough command of the conventions of English grammar, usage, and mechanics.</li></ul> |
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## College- and Career-Readiness Assessment: English Language Arts Performance Level Descriptors

### Proficient

Students at this level have approximately an 80% or higher probability of earning a C or higher in credit-bearing history, literature, social sciences, or writing courses at all levels of higher education. The average first year college GPA at this level is between a 2.8 and 3.3 (high C to low B). Students at this level are likely to be on track for success in college or career.

Students demonstrate mastery with subject matter and exhibit readiness for college and career.

In addition to demonstrating understanding and application of all skills in the **Basic** Level, students scoring at the **Proficient** Level typically:

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| <ul style="list-style-type: none"><li>• Comprehend, analyze, and synthesize information from literary and informational texts, applying various close reading skills across a range of subject areas and complexity levels.</li><li>• Recognize accurate summaries, locate and paraphrase key details, make logical inferences, determine central ideas, and understand relationships between characters and important concepts.</li><li>• Use knowledge about the author's craft and the text structure to determine the main purpose of parts of the text and analyze the effect on the meaning produced by a specific detail.</li><li>• Integrate knowledge and ideas from across multiple related texts, analyzing elements that are similar in two passages.</li><li>• Blend multiple modes of writing to produce effective argumentative essays on substantive topics.</li><li>• Produce writing that engages with multiple perspectives, establishes a thesis claim, and provides analysis that recognizes implications and complexities.</li><li>• Develop ideas and support claims with relevant evidence, using reasoning and illustration to clarify the argument.</li></ul> | <ul style="list-style-type: none"><li>• Engage in a recursive writing process to create a clear organization with logical grouping and transitions that establish relationships among ideas.</li><li>• Use language to convey meaning with a style appropriate to the writing purpose.</li><li>• Use sentence structures that are clear and show some variety.</li><li>• Interpret vocabulary, including figurative language, inferring the meaning of words and phrases by using context.</li><li>• Demonstrate understanding of general academic and some domain-specific vocabulary.</li><li>• Maintain a consistent and appropriate tone in their writing through word choice.</li><li>• Apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.</li><li>• Recognize disturbances in sentence structure.</li><li>• Demonstrate a command of the conventions of English grammar, usage, and mechanics.</li></ul> |
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## College- and Career-Readiness Assessment: English Language Arts Performance Level Descriptors

### Basic

Students at this level have a 60% or higher probability of earning a C or higher in credit-bearing history, literature, social sciences, or writing courses across all levels of higher education. The average first year college GPA at this level is between a 2.4 and 2.7 (mid to high C). Students at this level likely require additional coursework and/or support to be on track for success in college or career.

Students demonstrate partial mastery with subject matter but may not exhibit readiness for college and career.

In addition to demonstrating understanding and application of all skills in the **Below Basic** Level, students scoring at the **Basic** Level typically:

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| <ul style="list-style-type: none"> <li>• Comprehend, analyze, and synthesize information from literary and informational texts, applying limited close reading skills across a range of subject levels and complexity levels.</li> <li>• Inconsistently locate explicitly stated details, make inferences about characters and actions, and identify central ideas when they are clearly stated</li> <li>• Sometimes use knowledge about the author’s craft and the text structure to determine the text’s primary purpose and the function of key textual elements.</li> <li>• Identify knowledge and ideas from across multiple related texts, comparing details that texts have in common.</li> <li>• Attempt to blend multiple modes of writing to produce argumentative essays on substantive topics.</li> <li>• Produce writing that responds to multiple perspectives, establishes a thesis claim that shows some clarity in thought, and provides limited analysis of the issue.</li> <li>• Develop ideas and support claims with some relevant evidence that is often overly general, sometimes using basic reasoning and illustration that may be repetitious.</li> </ul> | <ul style="list-style-type: none"> <li>• Attempt to use a recursive writing process and create a simple organization with some transitions that establish relationships among ideas.</li> <li>• Use language that is sometimes imprecise to convey meaning.</li> <li>• Use sentence structures that are usually clear but show little variety.</li> <li>• Interpret vocabulary, including basic figurative language, sometimes inferring the meaning of key words and phrases by using the context.</li> <li>• Demonstrate understanding of familiar and some general academic vocabulary.</li> <li>• Make inconsistent word choices and may use inappropriate tone in their writing.</li> <li>• Inconsistently apply knowledge of the English language and rhetorical style to make meaning when analyzing, evaluating, producing, and revising texts.</li> <li>• May recognize obvious disturbances in sentence structure.</li> <li>• Demonstrate an inconsistent command of the conventions of English grammar, usage, and mechanics.</li> </ul> |
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### Below Basic

Students have not performed at least at the **Basic** level.