

Receptive

Reading

Listening

Expressive

Writing

Speaking

Nevada English Language Arts Achievement Indicators

Nevada Department of Education

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Introduction:

To ensure that Nevada students can function proficiently in a global society, they must become life-long learners with strong literacy skills. In Nevada, the format for developing these skills is encompassed in the English Language Arts Standards which outline the developmental progression needed to read, write, speak, and listen at proficient levels.

Nevada teachers respond to these literacy needs by having students read and write daily. In addition, they monitor student learning and adjust instruction based on assessments and standards. Nevada teachers use a variety of instructional strategies and grade-appropriate materials aligned to the standards and help students make connections between their academic and social lives through reading, writing, listening, and speaking. Nevada teachers view diversity as a strength and recognize its impact on student learning.

The Nevada Achievement Indicators in English Language Arts are intended to supplement and expand the understanding of the content standards. The content standards in the individual subject areas are intended to provide a description of the knowledge and skills that all students in the state should know and be able to do by the time they graduate from high school in Nevada. The Achievement Indicators (previously called the Performance Standards) are intended to provide descriptions of what the work of proficient students looks like relative to the content indicators.

The purpose of the Achievement Indicators is to describe and demonstrate “what it looks like” when students are learning and completing the skills delineated within the content standards to reflect the state testing achievement levels: emergent/developing, approaching, meeting, and exceeding standards. Each content standard grade level indicator has accompanying text that describes what each achievement level looks like.

Some indicator language does not change from grade level to grade level as all skills are grade-appropriate. **Grade-appropriate** in this document is determined by length of text, vocabulary, sentence complexity, layers of meaning, complexity of concept, and percentage of text versus pictures. To allow students to learn reading and writing skills, time and developmental readiness must be reflected. To allow for this scaffolding, the term **limited or minimal ability (with assistance in the content indicator)** is used to reflect: 1) that many skills require more than one year for a student to become proficient and/or 2) that students are provided support from teachers, peers, and other resources (e.g., graphic organizers, worksheets) when appropriate.

Reading the Achievement Indicators:

The descriptions found in the Achievement Indicators documents are organized around the framework provided by the content standards and indicators. For each of the indicators, the descriptions of student work are separated into four general categories of proficiency based on the reporting categories used in the state’s accountability reporting system. For each content standard within a grade level the achievement indicators are arrayed in a table with 5 columns: the first column contains the Content Indicators, the other columns describe student work at four levels of achievement: Emergent/Developing, Approaching Standard, Meeting Standard and Exceeding Standards. An example of the tables found in the Achievement Indicators would be as follows:

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Benchmark	Work at the Emergent/Developing level may indicate ...	Work at the Approaches level may indicate ...	Work at the Meets level demonstrates ...	Work at the Exceeds level demonstrates ...
3.5.5 Explain the use of <ul style="list-style-type: none"> • imagery. • figurative language. 	<p>limited ability to identify imagery.</p> <p>limited ability to identify figurative language (e.g., similes, metaphors, personification).</p>	<p>ability to identify imagery.</p> <p>ability to identify figurative language.</p> <p>limited ability to explain the use of imagery.</p> <p>limited ability to explain the use of figurative language.</p>	<p>ability to explain the use of imagery.</p> <p>ability to explain the use of figurative language.</p>	<p>ability to explain the use of imagery.</p> <p>ability to explain the use of figurative language.</p>

Achievement Level Definitions

Reading

Nevada state-level assessments measure the knowledge and skills of students by sampling identified standards within reading and writing at the grade level assessed. Achievement level definitions describe the quality of a student's response on the Nevada state-level assessments in relation to the Nevada English Language Arts Standards. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses (Constructed Responses) in an "on demand" setting. Additionally, state-level assessments require students to produce "on-demand writing at the fifth, eighth, high school grade levels. The following are the general definitions of the Nevada English Language Arts (Reading) Achievement Levels:

Exceeds – The student's work demonstrates the ability to read and interpret literary, informational, persuasive, and functional text appropriate for the grade level by drawing inferences, analyzing text, synthesizing information across texts, and using knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension.

Meets – The student's work demonstrates the ability to read and interpret literary, informational, persuasive, and functional text appropriate for the grade level by drawing inferences, summarizing main ideas and provide supporting details, connecting ideas within and across texts, and using knowledge of text features and literary devices to increase comprehension.

Approaches – The student's work demonstrates an inconsistent ability to read and interpret literary, informational, persuasive, and functional text appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use knowledge of text features and literary devices varies depending on the text.

Emergent/Developing – The student's work demonstrates a limited ability to read and interpret literary, informational, persuasive, and functional text appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use knowledge of text features and literary devices to support comprehension.

Special Notes

Glossary: Located at the back of the Listening and Speaking section of the English Language Arts Achievement Indicator document.

With assistance: Found within a Content Indicator to indicate: 1) that many skills require more than one year for a student to become proficient and/or 2) that students are provided support from teachers, peers, and other resources (e.g., graphic organizers, worksheets) when appropriate, and/or 3) that these skills are not state testable at this grade level.

When given a format: Teacher prescribed activities used to assist students in obtaining independence of a skill (e.g., graphic organizer, cloze activities, and worksheet

Achievement Level Definitions

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Exceeds – Student writing effectively focuses and develops ideas and clearly and coherently organizes, using structures appropriate to audience and purpose. Ideas are precisely defined and supported with relevant, compelling evidence. Sentence structure is varied and demonstrates involvement with text, adding to stylistic effect, and engaging, individualistic word choice speaks purposefully to the audience. Writing contains few errors in conventions.

Meets – Student writing adequately focuses and develops ideas and organizes in a adequate manner showing understanding of audience and purpose. Ideas are addressed and supported. Sentence structure and word choice may be predictable, wordy, and ineffective at times. Writing may contain some errors that are not significant enough to impede meaning, but writing does clearly indicate a general simple understanding of conventions.

Approaches – Student writing focuses, but ideas are not mature or well-developed. Organization contains irrelevancies and may be illogical in parts. There may be as many complete sentences, usually simple, as there are incomplete, incorrect sentence structures. Writing reflects misunderstanding of audience and purpose as evidenced through use of mundane, limited, simplistic, or other inappropriate word choice. Serious errors in conventions are evident.

Emergent/Developing – Student writing lacks focus and development and fails to provide support for ideas. Serious flaws in structure, organization, and coherence make the text difficult for the reader to understand content. Minimal, immature, and/or no sense of sentence structure adds to reader confusion. Writing at this level of achievement contains consistent and serious violations in conventions that impede understanding.

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