



Assessment Development Guide

Educator Resource

English Language Arts: Grade 10

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The 2017 Kansas ELA content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Detailed descriptions of performance levels for grade 10 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

- Level 1** Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.
- Level 2** Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- Level 3** Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.
- Level 4** Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

Text Types & Purposes

Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

Key Ideas & Definitions

Craft & Structure

Language in Reading

Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

Table 1. Grade 10 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Text Types & Purposes

Cluster Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

W.10.1

Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Evidence Statements

1. The student will use provided information to organize and support an opinion or argument by
 - a. clearly stating precise claim;
 - b. organizing supporting evidence/reasons to build a logical argument;
 - c. acknowledging counterclaims fairly;
 - d. using transition words and phrases for coherence, clarifying relationships between claim and reasons;
 - e. establishing and maintaining a formal style and objective tone; and
 - f. developing an appropriate conclusion related to the opinion presented.
2. The student will revise an opinion or argument by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting evidence/reasons,
 - c. acknowledging and fairly presenting alternate or opposing viewpoints,
 - d. deleting irrelevant evidence/reasons,
 - e. using a style and tone appropriate to the purpose/audience, and
 - f. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidence or reasons; • establishing an appropriate formal style and objective tone; or • providing an appropriate conclusion that supports the stated opinion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidence or reasons; • establishing and maintaining an appropriate formal style or objective tone; • providing an appropriate conclusion that supports the stated opinion; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidence or reasons; • establishing and maintaining a style and tone appropriate to the purpose and audience; • providing an appropriate conclusion that supports the stated opinion; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising.

Text Types & Purposes**Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

W.10.2**Standard**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
 - a. clearly stating a main idea;
 - b. previewing what is to follow;
 - c. strategically organizing ideas/concepts;
 - d. using supporting, concrete details to develop the main idea;
 - e. using appropriate transitions for coherence, clarifying relationships between claim and reasons, and linking major text sections;
 - f. establishing and maintaining a formal style and objective tone; and
 - g. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting details,
 - c. deleting details that do not support the text's main idea,
 - d. using precise language,
 - e. using a style and tone appropriate to the purpose/audience, and
 - f. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and/or concepts; • using supporting details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing a formal style and objective tone; or • including an appropriate conclusion related to the information or explanation presented. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing and maintaining a formal style and/or objective tone; • including an appropriate conclusion related to the information or explanation presented; and/or • using precise language and/or deleting details that do not support the stated main idea, when editing. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing and maintaining a formal style and objective tone appropriate to the purpose/audience; • including an appropriate conclusion related to the information or explanation presented; and/or • using precise language and/or deleting details that do not support the stated main idea, when editing.

Text Types & Purposes**Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).
Revise one or more paragraphs demonstrating these abilities.

W.10.3**Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 - a. clearly establishing a situation and/or setting and/or one or more points of view,
 - b. introducing a narrator or character(s),
 - c. logically organizing the narrative's sequence of events into a smooth progression,
 - d. using dialogue and descriptions to develop the story,
 - e. using transitional words to manage the sequence of events and clarify relationships between actions in a text,
 - f. using precise concrete words and sensory details, and
 - g. developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
 - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or point(s) of view,
 - b. identifying an improved organization, dialogue, and/or description,
 - c. deleting details that are inconsistent with the rest of the narrative,
 - d. using precise concrete words and sensory details, and
 - e. identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator or character(s); • organizing the narrative with a sequence of events that unfolds naturally; • using transitional words or phrases to manage the sequence of events, using precise language, or providing an appropriate resolution. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and/or character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details or dialogue to develop the story; • using transitional words and phrases to manage the sequence of events; • using precise, concrete language and sensory details; • providing an appropriate resolution that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details and dialogue to develop the story; • using transitional words or phrases to manage the sequence of events; • using concrete language and sensory details; • providing an appropriate resolution that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising.

Language in Writing

Cluster Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

W.10.10

Demonstrate command or and use knowledge of the conventions of standard English grammar and usage when writing.

Standards

W.10.11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements		
New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> parallel structure, and various types of phrases and clauses to convey different meanings and add variety. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> subject-verb agreement, pronoun-antecedent agreement, complete sentences and recognizing inappropriate sentence fragments, run-on sentences, frequently confused words (<i>to/too/two, there/their</i>), punctuation for effect, inappropriate shifts in verb tense, varying sentence patterns, inappropriate shifts in pronoun number and person, vague, ambiguous, or unclear pronoun references, misplaced modifiers, dangling modifiers, and inappropriate shifts in verb voice and mood. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 8</u></p> <ol style="list-style-type: none"> verbs in the active voice, verbs in the passive voice, verbs in the conditional mood, verbs in the subjunctive mood, verbs in the indicative mood, verbs in the imperative mood, verbs in the interrogative mood, and verbals (gerunds, participles, infinitives). <p style="text-align: center;"><u>Grade 7</u></p> <ol style="list-style-type: none"> phrases and clauses and sentence type to signal relationships between ideas.

New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. semicolons to link two or more closely related independent clauses and 2. colons to introduce a list or quotation. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. word(s) or phrase(s) to precisely convey ideas, 2. punctuation to separate items in a series, 3. commas to set off nonrestrictive or parenthetical elements, 4. parentheses to set off nonrestrictive or parenthetical elements, and 5. dashes to set off nonrestrictive or parenthetical elements. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 8</u></p> <ol style="list-style-type: none"> 1. commas to indicate a pause or break, 2. ellipses to indicate a pause or break, 3. dashes to indicate a pause or break, and 4. ellipses to indicate an omission. <p style="text-align: center;"><u>Grade 7</u></p> <ol style="list-style-type: none"> 1. commas separating coordinate adjectives.
Performance Level Descriptors (PLDs)		
<p style="text-align: center;">All Levels</p> <p>Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include refining use and/or correction of:</p> <ul style="list-style-type: none"> • parallel structure, • phrases and clauses to convey meanings and add variety, • semicolons to link two or more closely related independent clauses, • colons to introduce a list or quotation, • spelling of grade-appropriate words, and • may also include conventions from the previous two grade levels. 		

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RL.10.1

Standard Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify strong and thorough text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying textual evidence to support a given analysis and/or inference based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing strong textual evidence to support a given analysis and inference based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing strong and thorough textual evidence to support a given analysis and inference based on the text.

Cluster **Key Ideas & Details**
 Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard **RL.10.2**
 Determine a theme or central idea of a text and analyze in detail its development.

Evidence Statement		
1. The student will determine or summarize a theme or central idea and its development throughout the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying a theme or central idea presented in a text or identifying how the stated theme or central idea develops over the course of the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing a theme or central idea presented in a text and/or summarizing how the stated theme or central idea develops over the course of the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing a theme or central idea presented in a text and/or analyzing how the stated theme or central idea develops over the course of the text.

Key Ideas & Details

Cluster

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

RL.10.3

Standard

Analyze how complex characters over the course of a text, interact with other characters, and advance the plot or develop the theme.

Evidence Statement		
1. The student will analyze how characters develop, interact, and advance the plot.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the role(s) of complex characters over the course of a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing how complex characters interact with other characters, advance the plot, and/or develop the theme of a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how complex characters interact with other characters, advance the plot, and develop the theme of a text.

Craft & Structure

Cluster Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

RL.10.4

Standard Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the meaning of figurative language. 3. The student will analyze the impact of word choices on a text. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or • identifying the impact of specific word choices on a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words in a text, • determining the intended meaning of figurative language, and/or • summarizing the cumulative impact of specific word choices on a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words in a text, • interpreting the intended meaning of figurative language, and/or • analyzing the cumulative impact of specific word choices on a text.

Craft & Structure

Cluster Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

RL.10.5

Standard Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Evidence Statement		
1. The student will analyze how the author’s choices (structure, organization, manipulation of time) create effects (e.g., mystery, surprise).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying how the author structured a text, identifying how the author organized the events within a text, or identifying how the author manipulated time within in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> explaining how the author structured a text explaining how the author organized events in a text, explaining how the author manipulated time within in a text and/or determining how these choices create effects in a text (e.g., mystery, surprise), 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing how the author structured a text analyzing how he/she organized events in a text, analyzing how the author manipulated time within in a text, and/or analyzing how these choices created effects in a text (e.g., mystery, surprise),

Craft & Structure

Cluster Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

RL.10.6

Standard Analyze a particular point of view or cultural experience reflected in a work of literature.

Evidence Statement		
1. The student will analyze a point of view and/or a cultural experience in a literary text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying a point(s) of view present in a text or identifying a cultural experience reflected in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing a point(s) of view present in a text and/or summarizing a cultural experience reflected in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing a point(s) of view present in a text and/or analyzing a cultural experience reflected in a text.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RL.10.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 9–10 reading and content*, choosing flexibly from a range of strategies.

Standards**RL.10.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using patterns of word changes indicating different meanings or parts of speech, and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. analyzing the role of figurative language in the text, and
 - c. analyzing nuances in meanings of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • identifying patterns that indicate different meanings or parts of speech, • identifying figurative language used in context or the role it plays, • distinguishing between meanings of a multi-meaning word, or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • summarizing patterns that indicate different meanings or parts of speech, • interpreting figurative language used in context and/or the role it plays, • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing context to determine the meaning of literal and figurative language used in a text, • analyzing patterns that indicate different meanings or parts of speech, • analyzing the role figurative language plays, • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text.

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RI.10.1

Standard Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify text evidence (e.g., explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying textual evidence to support a given analysis and/or inference based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing strong textual evidence to support a given analysis and inference based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing strong and thorough textual evidence to support a given analysis and inference based on the text.

Cluster	Key Ideas & Details Identify or summarize central ideas, key events, or procedures and details that support them.
	RI.10.2
Standard	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine or summarize a theme or central idea and its development throughout the text. 2. The student will objectively summarize the text. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying a theme or central idea presented in a text, • identifying how the stated theme or central idea develops over the course of the text, or • recounting the text without adding personal opinions or judgments. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • summarizing a theme or central idea presented in a text, • summarizing how the stated theme or central idea develops over the course of the text, and/or • summarizing the text without adding personal opinions or judgments. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing a theme or central idea presented in a text, • analyzing how the stated theme or central idea develops over the course of the text, and • summarizing the text without adding personal opinions or judgments.

Cluster	<p>Key Ideas & Details</p> <p>Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.</p> <p>RI.10.3</p>
Standard	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

Evidence Statement		
<p>1. The student will analyze how the author develops the text, including the order in which points are made, how they are introduced, and the connections between them.</p>		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying how the author introduces and develops an analysis or series of ideas or events, • identifying the order in which the author makes his or her points, or • identifying the connections the author draws between the analysis or series of ideas or events. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • summarizing how the author introduces and develops an analysis or series of ideas or events, • summarizing the order in which the author makes his or her points, and/or • summarizing the connections the author draws between the analysis or series of ideas or events. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing how the author introduces and develops an analysis or series of ideas or events, • analyzing the order in which the author makes his or her points, and/or • analyzing the connections the author draws between the analysis or series of ideas or events.

Craft & Structure

Cluster

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

RI.10.4

Standard

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the figurative, connotative, and technical meanings of words or phrases. 3. The student will analyze the cumulative impact of word choice on a text. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, • Identifying figurative, connotative, or technical meanings used in a text, or • identifying the impact of specific word choices on a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 and domain-specific/tier 3 words in a text, • determining the figurative, connotative, or technical meaning of words or phrases, and/or • summarizing the cumulative impact of specific word choices on a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 and domain-specific/tier 3 words in a text, • interpreting the figurative, connotative, and technical meaning of words or phrases, and/or • analyzing the cumulative impact of specific word choices on a text.

Cluster	Craft & Structure Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.
	RI.10.5
Standard	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Evidence Statement		
1. The student will analyze how the author develops and refines a claim or idea in small (sentences, paragraphs) and large portions of the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> • identifying how the author uses sentences and paragraphs to develop or refine a claim or idea or • identifying how the author uses large portions of the text to develop or refine a claim or idea. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> • explaining how the author uses sentences and paragraphs to develop and/or refine a claim or idea and/or • explaining how the author uses large portions of the text to develop and/or refine a claim or idea. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> • analyzing in detail how the author uses sentences and paragraphs to develop and refine a claim or idea and/or • analyzing in detail how the author uses large portions of the text to develop and refine a claim or idea.

Craft & Structure

Cluster Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

RI.10.6

Standard Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Evidence Statements		
1. The student will identify the author’s point of view and purpose in a text. 2. The student will analyze how the author uses rhetoric to advance a view or purpose.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the author’s purpose or point of view in a text or identifying how the author uses language to advance that purpose or point of view. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> explaining the author’s purpose or point of view in a text or explaining how the author uses language to advance that purpose or point of view. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the author’s purpose or point of view in a text and analyzing how the author uses language to advance that purpose or point of view.

Cluster **Integration of Knowledge & Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

RI.10.8

Standard

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will analyze a text’s arguments and claims. 2. The student will evaluate supported/unsupported claims, relevant/irrelevant support, and sound/unsound reasoning. 3. The student will identify false statements and fallacious reasoning. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the author’s claim(s), • identifying explicit relevant evidence used to support the author’s claim(s), or • identifying misleading statements or reasoning. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • tracing the author’s claim(s) throughout a text, • explaining the explicit evidence used to support the author’s claims, • explaining the relevance of that support, • determining which claims are or are not supported by evidence, and/or • identifying misleading statements or reasoning. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing the author’s claim(s), • synthesizing the explicit evidence used to support the author’s claim(s), • analyzing the relevance of supporting evidence, • comparing which claims are or are not supported by evidence, and/or • Identifying and removing misleading statements and reasoning.

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings

RI.10.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9–10 reading and content, choosing flexibly from a range of strategies.

Standards**RI.10.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues,
 - b. using patterns of word changes indicating different meanings or parts of speech, and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. analyzing the role of figurative language in the text, and
 - c. analyzing nuances in meanings of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • identifying patterns that indicate different meanings or parts of speech, • identifying figurative language used in context or the role it plays, • distinguishing between meanings of a multi-meaning word, or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • summarizing patterns that indicate different meanings or parts of speech, • interpreting figurative language used in context and/or the role it plays, • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing context to determine the meaning of literal and figurative language used in a text, • analyzing patterns that indicate different meanings or parts of speech, • analyzing the role figurative language plays, • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text.