



Summative Assessment ELA Range Achievement Level Descriptors

What are Range Achievement Level Descriptors?

Range Achievement Level Descriptors (ALDs) demonstrate how skills described in the Nebraska College and Career Ready (CCR) Standards likely change and become more sophisticated as ability and performance increases. The ALDs also describe the evidence needed to help infer where a student is along the range. This range is defined by Nebraska using three levels:

- Developing – not yet demonstrating proficiency
- On Track – demonstrating proficiency
- College and Career Benchmark – demonstrating advanced proficiency

The ALDs help show the within-standard reasoning complexity that increases in sophistication as the achievement levels increase. Such skill advancement is often related to increases in content difficulty, increases in reasoning complexity, and a reduction in the supports required for students to demonstrate what they know within a task or item.

The Range ALDs provide a way to communicate a progression that is visible and usable to all stakeholders, while also providing a foundation for a robust bank of assessment items that meets the needs of all Nebraska students.

How were Nebraska's ELA ALDs created?

After the 2018 ELA Cut Score Review, Nebraska educators and stakeholders drafted ALDs for grades 3 through 8. NDE reviewed the draft and provided feedback which was then incorporated.

NSCAS ELA
Grade 4 Range ALDs

ALD	Indicator No.	Indicator Text	Developing	On Track	CCR Benchmark
text complexity			With a range of texts with text complexity commonly found in Grade 4, a student performing in Developing can likely	With a range of texts with text complexity commonly found in Grade 4, a student performing in On Track can likely	With a range of texts with text complexity commonly found at the intersection of Grade 4 and Grade 5, a student performing in CCR Benchmark can likely
Reading Vocabulary					
	LA 4.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
	LA 4.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.			
	LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).	Identify basic word structure elements and word patterns to determine meaning of words (e.g., plurals, parts of speech, affixes, base and root words).	Apply knowledge of word structure elements, known words and word patterns to determine meaning of words (e.g., plurals, possessives, parts of speech, affixes, base and root words).	Analyze complex word structure elements, known words and word patterns to determine meaning of words (e.g., plurals, possessives, parts of speech, affixes, base and root words).
	LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	Use context clues (e.g., word, phrase, and sentence clues) and text features to infer the meaning of the unknown words when evidence is explicit.	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer the meaning of unknown words when evidence is directly implied.	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer the meaning of unknown words when evidence is implicit.
	LA 4.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Acquire grade-level vocabulary and relate to prior knowledge.	Acquire new academic and content-specific grade-level vocabulary, and relate to prior knowledge, and apply in new situations.	Acquire and use new academic and content-specific vocabulary, relate to prior knowledge, and apply accurately in new situations.

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	LA 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	Identify known words with common semantic relationships (e.g., synonyms, antonyms and/or multiple meaning words) to determine meaning .	Identify words with semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning, aid in comprehension and improve writing.	Analyze complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of unknown words, aid in comprehension, and improve writing.
	LA 4.1.5.e Assessed at the local level.	Determine meaning using reference materials.	With guidance and support, identify meaning using reference materials.	Determine meaning using reference materials.	Determine which meaning is appropriate based on information in multiple reference materials.
Reading Comprehension					
	LA 4.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
	LA 4.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.			
	LA 4.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	Identify the author's primary purpose and determine author's perspective (e.g., beliefs, assumptions, biases).	Examine the text to identify the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the text.	Analyze the text to infer the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the text.

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	LA 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	Identify an element of literary text (e.g., characters, plot, setting).	Identify and describe elements of literary text (e.g., characters, plot, setting, point of view and theme).	Analyze literary text to describe complex elements (e.g., character motivation, plot progression, the impact of setting, point of view and complex themes).
	LA 4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	Identify literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, personification, hyperbole, idioms).	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	Analyze literary devices and explain how they impact the text (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
	LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	Use basic details to summarize a literary text and/or media.	Use key details to summarize a literary text and/or media and identify the theme.	Summarize a literary text and/or media and use the key details to explain the theme.
	LA 4.1.6.e	Determine main idea and supporting details from informational text and/or media.	Identify main idea using explicit details from informational text and/or media.	Determine main idea and supporting details from informational text and/or media.	Analyze the text to determine the implicit main idea and key supporting details from informational text and/or media.

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	LA 4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Use text features to locate information in print and digital text.	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Use text features to analyze how information contributes to a thorough understanding of print and digital text.
	LA 4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Identify the characteristics that distinguish literary and informational texts when evidence is explicit.	Compare and contrast the characteristics that distinguish a variety of literary and informational texts when evidence is explicit.	Analyze to compare and contrast the characteristics that distinguish literary and informational texts when evidence is implicit.
	LA 4.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	Recognize explicitly stated themes, similar topics and/or patterns of events in literary and informational texts to develop a multicultural perspective.	Compare and contrast similar themes, similar topics, and/or similar patterns of events in literary and informational texts to develop a multicultural perspective.	Analyze similar complex themes, topics, and/or patterns of events in literary and informational texts to develop a thorough understanding of multicultural perspectives.
	LA 4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	Answer literal and basic inferential questions and support answers with explicit evidence from the text.	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	Construct and/or answer literal, inferential, and critical questions and support answers with implicit evidence from the text or additional sources.

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	LA 4.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	Identify organizational patterns to comprehend informational text when evidence is explicit (e.g., sequence, cause and effect, compare/contrast, and/or fact/opinion) .	Identify and apply knowledge of organizational patterns to comprehend informational text when evidence is explicit (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	Apply knowledge of organizational patterns and analyze implicit evidence to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
	LA 4.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	Select text for a purpose (e.g., answer a question, solve problems, enjoy, form an opinion, accomplish a task).	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	Select and analyze multiple texts and explain the intended purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
	LA 4.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Build background knowledge and activate prior knowledge to identify text-to-self and text-to-text connections during and after reading.	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Use prior knowledge to provide evidence and/or justification for text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

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	LA 4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	Self-monitor comprehension and recognize when meaning is disrupted.	Self-monitor comprehension by recognizing when meaning is disrupted and apply a strategy to clarify, confirm, or correct.	Self-monitor comprehension and independently apply strategies to clarify, confirm, or correct to re-establish comprehension.
	LA 4.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Make and confirm overt predictions using explicit evidence before, during, and after reading literary, informational, digital text, and/or media.	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Confirm/modify subtle predictions and inferences based on implicit evidence before, during, and after reading literary, informational, digital text, and/or media.
	LA 4.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate a basic understanding of text via multiple mediums (e.g., writing, artistic representation, video and/or other media).	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an understanding of complex text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 4.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Analyze how the similarities and differences between the text of a story, drama, or poem and a visual or oral presentation of the text affect meaning.
Writing Skills					
	LA 4.2	Writing: Students will learn and apply writing skills and strategies to communicate.			

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	LA 4.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.			
	LA 4.2.1.a	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	Use prewriting activities and inquiry tools to help generate ideas, organize information, and answer questions.	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	Use prewriting activities and inquiry tools to generate focused ideas, coherently organize information, guide independent writing, and answer relevant research questions.
	LA 4.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	Generate a draft that develops a topic with an organizational pattern, including a clear introduction, body and conclusion and uses transitions.	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body and conclusion with appropriate transitions.	Generate a well-developed draft that includes a clear, identifiable topic suited to purpose and intended audience with a distinct organizational pattern, including a clear and effective introduction, body, and conclusion with appropriate and purposeful transitions.

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	LA 4.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	Gather and use information and evidence from an authoritative print and/or a digital source.	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	Gather, use, and analyze relevant information and evidence from multiple authoritative print and/or digital sources to support and further expand upon claims or theses.
	LA 4.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	Compose simple paragraphs with different types of sentences with few grammatical errors.	Compose paragraphs with grammatically correct sentences of varying length, complexity and type.	Compose sophisticated paragraphs with grammatically correct sentences of varying length, complexity, and type.
	LA 4.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Revise writing based on feedback and with support from others.	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Thoroughly revise to improve and clarify writing through self-monitoring strategies and applying feedback from others.
	LA 4.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide oral, written and/or digital feedback to other writers using a teacher-provided checklist.	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide thorough oral, written and/or digital descriptive feedback to other writers responding to a variety of modes.

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	LA 4.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	Adjust writing processes to persevere in short-term writing tasks.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Proofread and edit writing for conventions of standard English with support (e.g., spelling, capitalization, grammar, punctuation).	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Independently proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 4.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	Display academic honesty and integrity by recognizing and avoiding plagiarism (copying).	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	Display academic honesty and integrity by avoiding plagiarism in complex situations and/or overreliance on one source and by consistently following a standard format for citation.

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	LA 4.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	With guidance and support, publish a legible document in manuscript, cursive or digital format and apply formatting techniques (e.g., indenting paragraphs, title).	Publish a legible document in manuscript, cursive or digital format and apply formatting techniques (e.g., indenting paragraphs, title).	Independently publish a legible document in a variety of formats, and apply advanced formatting techniques (e.g., headings, bullets, dialogue, quotes).
	LA 4.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.			
	LA 4.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	With guidance and support, communicate information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes using a variety of media and formats.	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Independently and skillfully communicate information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 4.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	Provide explicit evidence from literary or informational text to support reflection and research.	Provide evidence from literary or informational text to support analysis, reflection, and research.	Analyze literary and/or informational text to provide relevant implicit evidence to support analysis, reflection, and research.

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	LA 4.2.2.c	Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses	With guidance and support, conduct and publish research projects to answer a question using one or more resources.	Conduct and publish research projects to answer questions or solve problems, using multiple resources to support theses.	Independently conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
	LA 4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Use basic word choice and domain-specific vocabulary to write in a variety of modes.	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Skillfully use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 4.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	With guidance and support, utilize a mentor text and/or exemplar to create a similar piece.	Compare various mentor texts and/or exemplars to create a similar piece.	Compare and contrast various mentor texts and/or exemplars to create a similar piece.