



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 6 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 6, a student performing in Developing can likely	With a range of texts with text complexity commonly found in Grade 6, a student performing in On Track can likely	With a range of texts with text complexity commonly found at the intersection of Grade 6 and Grade 7, a student performing in CCR Benchmark can likely
Reading Vocabulary					
	LA 6.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
	LA 6.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.			
	LA 6.1.5.a	Apply knowledge of Greek, Latin, and Anglo- Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	Use the meaning of common Greek, Latin, and Anglo- Saxon roots and bases to determine the meaning of basic vocabulary words.	Apply knowledge of Greek, Latin, and Anglo- Saxon roots, prefixes, suffixes, and bases to understand high-frequency words and academic and content level vocabulary.	Analyze and manipulate sophisticated Greek, Latin, and Anglo- Saxon roots, prefixes, and suffixes to understand more sophisticated, low-frequency vocabulary across content areas.
	LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	Select and apply knowledge of basic context clues and text features found within the phrase and/or sentence to determine the meaning of unknown words.	Select and apply knowledge of context clues and text features e.g., word, phrase, sentence, and paragraph clues) found within the paragraph to determine the meaning of unknown words.	Analyze subtle context clues e.g., word, phrase, sentence, and paragraph clues) and text features found throughout the text to understand complex, low-frequency words.
	LA 6.1.5.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.
	LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.	Identify and use common semantic relationships (e.g., high frequency multiple meanings, common metaphors, similes, idioms, analogies, synonyms, antonyms) to support vocabulary, comprehension, and writing skills.	Identify and use various semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and enhance writing.	Distinguish between and use complex, semantic relationships (e.g., nuanced multiple meanings, unfamiliar metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in higher comprehension, and improve writing.

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	LA 6.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.	Locate meaning and pronunciation of high-frequency words or phrases using reference materials.	Determine meaning and pronunciation of words or phrases using reference materials.	Apply, in context, the meaning and pronunciation of words or phrases using reference materials. Verify understanding of meaning uncommon words.
Reading Comprehension					
	LA 6.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.			
	LA 6.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex			
	LA 6.1.6.a	Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	Identify overt clues to determine author's purpose or perspective.	Analyze text to infer the author's purpose or perspective. Describe basic relationships between author's perspective and the text.	Analyze text using subtle clues to infer the author's purpose and to describe how author's perspective influences text.
	LA 6.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	Identify the elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme) Understand explicit and direct relationships between central literary elements.	Explain relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme) Analyze clear relationships between central literary elements.	Analyze and explain complex, varied relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme) in more sophisticated texts.
	LA 6.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	Identify literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, personification, hyperbole). Understand uncomplicated effects of their use.	Identify literary devices and explain why authors use them (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	Use textual evidence to explain why authors use complex literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).
	LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	Provide a basic summary of a literary text and/or media; given choices, identify the theme, using details from the text.	Summarize, and explain theme of a literary text and/or media, using key details from the text	Summarize and analyze a literary text and/or media, using most relevant details to explain the theme.

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	LA 6.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	Provide a basic summary of an informational text and/or media, using basic details to explain the main idea.	Summarize and analyze an informational text and/or media, using relevant details to explain the main idea.	Summarize and analyze informational text and/or media, using relevant and subtle details to explain and support a main idea.
	LA 6.1.6.f	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	Apply knowledge of text features to locate information and answer basic questions.	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	Apply knowledge of text features to analyze how information contributes to an understanding of print and digital text.
	LA 6.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Use explicit textual evidence to compare and contrast the basic characteristics that distinguish common literary and informational texts types.	Use relevant textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Use the most relevant textual evidence to compare and contrast the complex characteristics that distinguish a variety of literary and informational texts.
	LA 6.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	Identify the basic relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing explicit textual evidence to support multiple perspectives.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing relevant textual evidence to develop a regional, national, and international multicultural perspective.	Explain the complex and subtle relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing the most relevant textual evidence to develop a regional, national, and international multicultural perspective.
	LA 6.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	Construct and/or answer basic literal, inferential, critical, and interpretive questions; support answers with explicit evidence from the text.	Generate and/or answer complex literal, inferential, critical, and interpretive questions; support answers with explicit, relevant evidence from the text.	Generate and/or answer complex literal, inferential, critical, and interpretive questions; support answers with explicit and implied evidence from the text.

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	LA 6.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	Identify and use organizational patterns to comprehend basic informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	Apply knowledge of organizational patterns to comprehend informational text in multiple content areas (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	Apply knowledge of varied and subtle organizational patterns to comprehend complex informational text in multiple content areas (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
	LA 6.1.6.k	Select text for a particular 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), citing evidence to support analysis, reflection, or research.	Select text appropriate for specific purpose of reading (reference information, models for writing or study, research, enjoyment).	Select text appropriate for specific purpose of reading for application of study, research, or enjoyment.	Select text appropriate for specific purpose of reading for application and use in research, gathering information, comparing/contrasting viewpoints, and selection of reading for enjoyment with deeper meaning and use of a variety of literary devices.
	LA 6.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	Students can use graphic organizers (written and/or drawn Chapter summary); watch video clips/read other story parts, etc., to build background knowledge and activate prior knowledge to clarify text; can respond to scaffolded text explicit questions; can use think/pair share/write structure to elicit understanding and connections to text.	Students can use graphic organizers (written and/or drawn Chapter summary); watch video clips/read other story parts, etc., to build background knowledge and activate prior knowledge to clarify text; can respond to scaffolded text questions; use independent or think/pair share/write structure to deepen understanding and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	Students build background knowledge and activate prior knowledge to clarify text; can respond to complex text questions; use independent thinking and writing structures to deepen understanding and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

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	LA 6.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text.	Independently apply simplistic strategies to understand basic text.	Self-monitor comprehension and independently apply appropriate strategies to understand text.	Self-monitor comprehension and independently apply multiple strategies to understand text in all content areas.
	LA 6.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm basic predictions and inferences with explicit textual evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify predictions and inferences with relevant textual evidence while previewing and reading literary, informational, digital text, and/or media.	Make and confirm/modify more nuanced predictions and inferences with relevant and implicit textual evidence while previewing and reading literary, informational, digital text, and/or media.
	LA 6.1.6.o	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate ways of understanding text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	Demonstrate an advanced understanding of complex text using subtle textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 6.1.6.p	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Compare and contrast ways a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script and interpret the ways the differences are meaningful.
Writing Skills					
	LA 6.2	Writing: Students will learn and apply writing skills and strategies to communicate.			
	LA 6.2.1	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 6.2.1.a	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	Use prewriting activities and organizers to record and focus ideas for writing, organize information, and answer basic questions.	Use prewriting activities and a variety of organizers to generate ideas and organize information, and answer questions.	Understand and use the appropriate pre-writing strategy to generate ideas, organize information and answer questions for a targeted writing purpose.

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	LA 6.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	Generate a brief draft that: states a general, high-level topic; generates on-topic paragraphs that express main ideas with minimal detail; uses basic transitions, usually at the one-word level; develops organization using basic, familiar organizational patterns; generates a conclusion often based on restatement or basic mode to close.	Generate a brief draft that: develops a clear thesis for the topic, appropriate for purpose and audience; offers on-topic paragraphs that are developed with relevant detail; Uses transitions appropriately between paragraphs, shifting between common and phrase-based wording; chooses and develops an appropriate and identifiable organizational pattern, suited to purpose and audience; generates an appropriate conclusion.	Generate a brief draft that: develops a clear, original thesis or central statement appropriate for the purpose and audience; offers on-topic paragraphs that are developed with specific detail; uses transitions appropriately within and between paragraphs, frequently using transitional phrasing and words that support the organizational pattern; sustains an appropriate and identifiable organizational pattern, suited to purpose and audience; generates a conclusion that not only closes the piece but attempts an engaging or unique approach.
	LA 6.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	"Identify and select information from sources to support a claim or theses. "	"Gather and use relevant information and evidence from credible print and/or digital sources including primary and secondary sources to support a claim or theses. "	Evaluate multiple credible sources in order to gather and use the most relevant information to support a claim or thesis.
	LA 6.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	Compose simple and compound sentences and/or basic paragraphs of basic or low complexity.	Compose paragraphs of moderate complexity and length with grammatically correct simple, compound, and complex sentences.	Compose fluid, higher complexity paragraphs made up of grammatically correct simple, compound, and complex sentences of varying length and complexity.
	LA 6.2.1.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 6.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	Provide feedback centered on basic conventions and classroom focus.	Provide oral, written, and/or digital descriptive feedback centered on ideas and content.	Offer oral, written, and/or digital descriptive suggestions for complex revision, focusing on fluency and structure.

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	LA 6.2.1.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 6.2.1.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 basic conventions (spelling, capitalization, and basic punctuation).	Proofread and edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics),	Proofread and edit for grammar and mechanics conventions in more sophisticated grade-level writing, targeting syntax and semantics, while recognizing patterns of errors in mechanics and spelling.
	LA 6.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	Identify examples of plagiarism and academic honesty and integrity.	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 by avoiding plagiarism and/or overreliance on one source by consistently following a standard format for citation.
	LA 6.2.1.j	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	Publish a document and apply basic formatting techniques. (e.g., fonts, spacing, images, source acknowledgement).	Publish a legible document using a variety of media and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	Publish a polished document which optimizes readability and impact by using a variety of media, and apply formatting techniques (e.g., fonts, spacing, design, images, citations).
	LA 6.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.			
	LA 6.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Communicate concrete information and ideas in simple narrative and/or analytic, descriptive, informative, argumentative, poetic, persuasive, and reflective modes or writing.	Communicate information and ideas effectively to multiple audiences using a variety of media, formats, and writing modes (e.g. analytic, argumentative, descriptive, informative, narrative, poetic, persuasive).	Communicate complex information and ideas effectively to multiple audiences using the most effective and formats, and writing modes.

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	LA 6.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	Provide concrete, explicit evidence from literary or informational text in attempt to support analysis, reflection, or research.	Provide relevant evidence and text details to support analysis, reflection, or research.	Provide the most relevant evidence (including inferential) to support analyses, reflections, or research, and justify the evidence chosen.
	LA 6.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	Write and publish short research projects to answer concrete questions.	Conduct and publish both short and sustained research projects to solve problems, using multiple primary/secondary sources to support a thesis.	Conduct and publish sustained research projects to answer complex questions or solve complex problems using multiple primary and/or secondary sources to support theses.
	LA 6.2.2.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 6.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	Use guiding questions to analyze elements of a given mentor text and/or exemplars to create similar elements in their own writing.	Analyze various texts independently in order to create a similar piece.	Analyze a variety of self-selected mentor texts in order to create an original piece.