GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Comprehends text (Makes meaning from text)	**Interprets texts** Examines a text or texts to support comprehension	Identifies text features and applies strategies to identify main ideas of the text to support understanding	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to examine context, purpose, and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text *strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions*	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text	Applies important concepts and text features to support the main idea(s)/thesis of the text, and demonstrates understanding of the context, purpose, and perspective of the text
	Makes connections Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding	Makes connections with text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes connections with text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes connections with texts and between ideas within text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes connections with texts and between ideas within text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding *connections: personal experiences, prior knowledge, other text(s)*	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding *connections: personal experiences, prior knowledge, other text(s)*	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding *connections: personal experiences, prior knowledge, other text(s)*	Demonstrates how connections with key aspects of texts and between important ideas within text(s) influence understanding *connections: personal experiences, prior knowledge, other text(s)*	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes relevant connections with texts that deepen understanding. Identifies how personal experience influences interpretation of text(s) *connections: personal experiences, prior knowledge, other text(s)*	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases *connections: personal experiences, prior knowledge, other text(s)*	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases *connections: personal experiences, prior knowledge, other text(s)*	Makes relevant connections with texts to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or potential biases *connections: personal experiences, prior knowledge, other text(s)*

GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
	Analyzes texts Formulates predictions, inferences, and critical questions to deepen understanding	Uses observations of texts to make predictions and ask questions	Uses observations of texts to make predictions and ask questions	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary	Uses observations to analyze texts and make predictions, asking clarifying questions when necessary	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create*	Examines text to formulate predictions and inferences, and asks questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Examines text to formulate predictions and inferences; asks exploratory or reflective questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Formulates reasonable predictions and inferences; asks and considers others' exploratory or reflective questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*	Formulates and justifies reasonable predictions based on text(s); develops exploratory and/or reflective questions to deepen understanding of text(s) and broader concepts ***formulate:*** *uses information directly related to the text(s) to create* ***exploratory:*** *open-ended, creative, generative*

GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Applies understanding (Based on task and purpose)	**Curates texts** Evaluates and selects relevant and reliable texts	Explores texts relevant to the task and purpose	Explores texts relevant to the task and purpose	Selects text relevant to the task and purpose	Selects text relevant to the task and purpose	Selects a variety of texts relevant to the task and purpose and explains their relevance *texts: oral, visual, digital, etc.* *relevance: importance, significance, connections, etc.*	Selects a variety of texts relevant to the task and purpose and explains their relevance *texts: oral, visual, digital, etc.* *relevance: importance, significance, connections, etc.*	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability *texts: oral, visual, digital, etc.* *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Selects a variety of texts relevant to the task and purpose, and explains their relevance and reliability *texts: oral, visual, digital, etc.* *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Evaluates the relevance and reliability of text, and selects appropriate text(s) to support the task and purpose *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*	Evaluates the relevance and reliability of text(s), and selects text(s) based on the task and purpose, and justifies decisions *relevance: importance, significance, connections, etc.* *reliability: accuracy, authenticity, trustworthiness, etc.*
	Extracts ideas and information Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose	Recalls information from the text that is relevant to the task and purpose	Recalls information from the text that is relevant to the task and purpose	Extracts ideas and information from the text and applies it to the task and purpose	Extracts ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from the text and applies it to the task and purpose	Extracts relevant ideas and information from a range of texts to support purpose and inquiry *texts: oral, visual, digital, etc.*	Extracts relevant ideas and information from a range of texts to support purpose and inquiry *texts: oral, visual, digital, etc.*	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry *texts: oral, visual, digital, etc.*	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry *texts: oral, visual, digital, etc.*	Extracts relevant ideas and information from a range of multiple texts to support purpose and inquiry *texts: oral, visual, digital, etc.*	Extracts key ideas and information from a range of multiple texts; key ideas and information are essential to the task and support inquiry	Extracts key ideas and information from a range of multiple texts; key ideas and information are essential to the task and support inquiry
	Synthesizes ideas and information Connects ideas and information, draws conclusions, and forms ideas from text	Identifies similarities and differences within or between texts	Identifies similarities and differences within or between texts	Uses similarities and differences between texts to draw conclusions	Uses similarities and differences between texts to draw conclusions	Connects ideas and information from two or more texts to support new ideas	Connects ideas and information from two or more texts to support new ideas	Connects ideas and information from multiple texts to form new ideas	Connects ideas and information from multiple texts to form new ideas	Connects and integrates ideas and information from multiple texts to form and support new ideas	Connects and integrates ideas and information from multiple texts to form and support new ideas	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas	Connects and integrates ideas and information from multiple texts to form, support, and defend new ideas

GRADE LEVEL PROFICIENCY DESCRIPTORS

Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Develops ideas	**Generates ideas** Generates and selects ideas relevant to the task and purpose	Generates ideas, using experience(s) *experiences(s):* personal, prior learning, etc.	Generates ideas, using experience(s) *experiences(s):* personal, prior learning, etc.	Generates ideas, using strategies and experience(s) *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research *experiences(s):* personal, prior learning, etc.	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research *experiences(s):* personal, prior learning, etc.	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research *experiences(s):* personal, prior learning, etc.	Generates ideas, using strategies and experience(s), and identifies ideas appropriate to the task and purpose *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research *experiences(s):* personal, prior learning, etc.	Generates relevant ideas, using experiences, gathering information, and applying strategies *relevant:* related to task, learning, etc. *experiences(s):* personal, prior learning, etc. *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research	Generates relevant ideas, using experiences, gathering information, and applying strategies *relevant:* related to task, learning, etc. *experiences(s):* personal, prior learning, etc. *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research	Generates relevant ideas, using experiences and a variety of strategies; selects idea(s) to support task and purpose *relevant:* related to task, learning, etc. *experiences(s):* personal, prior learning, etc. *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research	Generates relevant ideas using experiences and a variety of strategies; selects idea(s) to support task and purpose *relevant:* related to task, learning, etc. *experiences(s):* personal, prior learning, etc. *strategies:* e.g., listing, asking questions, free-writing, using word webs, peer discussion, research	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea *strategies:* e.g., listing, asking questions, free-writing, word web, peer discussion, research *relevant:* related to task, learning, etc.	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea *strategies:* e.g., listing, asking questions, free-writing, word web, peer discussion, research *relevant:* related to task, learning, etc.	Uses effective strategies to generate and select relevant ideas; selects information to support the main idea *strategies:* e.g., listing, asking questions, free-writing, word web, peer discussion, research *relevant:* related to task, learning, etc.
	Evaluates ideas Determines usability of idea(s) relevant to task and purpose	Checks to ensure that the generated idea(s) are related to the activity *checks:* through conversation with teacher or peer, applies prompts, etc.	Checks to ensure that the generated idea(s) are related to the activity *checks:* conversation with teacher or peer, applies prompts, etc.	Reviews the generated idea(s) based on prior learning and/or strategies *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s) based on prior learning and/or familiar strategies *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s), using task criteria, prior learning, and/or strategies *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s), using task criteria and strategies to determine the usability of the idea(s) in relation to the task and purpose *strategies:* e.g., self/peer assessment, questioning, feedback collection	Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose *strategies:* e.g., self/peer assessment, questioning, feedback collection *criteria:* provided, co-created, self-generated	Assesses the generated idea(s), using strategies and applying criteria to determine the usability of the idea(s) in relation to the task and purpose *strategies:* self/peer assessment, questioning, feedback collection *criteria:* provided, co-created, self-generated	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose *evaluates the generated ideas:* by gathering information, reflecting, observing, questioning *criteria:* provided, co-created, self-generated	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose *evaluates the generated ideas:* by gathering information, reflecting, observing, questioning *criteria:* provided, co-created, self-generated	Evaluates the generated ideas, using criteria to determine the usability of the ideas in relation to the task and purpose *evaluates they generated ideas:* by gathering information, reflecting, observing, questioning *criteria:* provided, co-created, self-generated
	Refines ideas Refines idea(s) using relevant feedback	Revises idea(s) based on directed and specific feedback *revises:* reworks	Revises idea(s) based on directed and specific feedback *revises:* reworks	Revises and/or refines ideas, using relevant feedback *revises:* reworks *refines:* improves through small changes	Revises and/or refines ideas, using relevant feedback *revises:* reworks *refines:* improves through small changes	Revises and/or refines ideas and/or supporting details, using relevant feedback *revises:* reworks *refines:* improves through small changes	Revises and/or refines ideas and/or supporting details, using relevant feedback *revises:* reworks *refines:* improves through small changes	Revises and/or refines ideas and/or supporting details, using relevant feedback *revises:* reworks *refines:* improves through small changes	Revises and/or refines ideas and/or supporting details, using relevant feedback *revises:* reworks *refines:* improves through small changes	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Selectively applies relevant feedback to refine idea(s) and/or supporting details	Effectively incorporates feedback and criteria to make edits and refine idea(s) iteratively as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary	Effectively incorporates feedback and criteria to make edits and refine idea(s) as necessary

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Aspect	Sub-aspect	K	1	2	3	4	5	6	7	8	9	10	11	12
Communicates ideas and information	**Expresses ideas and information** Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	Shares ideas, using learning area materials *materials: e.g., vocabulary, images, manipulatives*	Shares ideas, using learning area materials *materials: e.g., vocabulary, images, manipulatives*	Shares ideas and/or information, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives*	Shares ideas and/or information, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives, etc.*	Describes ideas and/or information, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Describes ideas and/or information, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions, etc.*	Demonstrates thinking by sharing ideas and/or information clearly, using relevant learning area materials *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Explains learned material and/or ideas, using learning area materials *explains: demonstrates a deeper understanding* *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Explains learned material and/or ideas, using learning area materials *explains: demonstrates a deeper understanding* *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Explains ideas and understanding clearly, using details and specific learning area materials to support thinking and convey information *details: prior learning and knowledge, experience, examples* *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*	Represents ideas and understanding clearly, using relevant learning area materials to support thinking and convey information *materials: e.g., vocabulary, images, manipulatives, text features, graphs, data, conventions*
	Presents ideas and information Selects appropriate medium/media for a final product that clearly presents ideas and information	Explores a variety of media with which to present idea(s) and information	Explores a variety of media with which to present idea(s) and information	Selects the medium/media with which to present ideas and information that support the task and purpose	Selects the medium/media with which to present idea(s) and information that support the task and purpose	Presents idea(s) and information, using an appropriate medium/media	Presents idea(s) and information, using an appropriate medium/media	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Organizes the presentation of idea(s) and information clearly, within a medium/media appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Presents relevant material, information, and/or idea(s) within a medium/media that is appropriate to the audience, task, and purpose	Organizes and presents idea(s) based on audience, task, and purpose; uses a communication medium/media to present ideas and information	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information *intentionally selects: can provide a rationale for selection*	Organizes and presents idea(s) based on audience, task, and purpose; intentionally selects a communication medium/media to present ideas and information *intentionally selects: can provide a rationale for selection*
	Justifies and defends decisions and/or ideas Clearly justifies and can debate ideas, thinking, and decisions made	Identifies a reason that supports decisions and/or ideas	Identifies a reason that supports decisions and/or ideas	Supports decisions and/or ideas using a relevant explanation *relevant: related to task, decisions, prior learning, etc.*	Supports decisions and/or ideas using a relevant explanation *relevant: related to task, decisions, prior learning, etc.*	Provides a rationale to support ideas, decisions, and/or approach taken *rationale: reasoning, thinking, logic, hypothesis, etc.*	Provides a rationale to support ideas, decisions, and/or approach taken *rationale: reasoning, thinking, logic, hypothesis, etc.*	Uses prior learning to defend ideas, decisions, and/or approach taken	Uses prior learning to defend ideas, decisions, and/or approach taken	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning	Justifies decisions and approach taken by including key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; may include references from text(s) with reasoning	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts	Defends decisions and justifies approach taken, using key ideas and/or supporting details; supports justification with cited references to texts