# MCAS Next-Generation Achievement Level Descriptors

**English Language Arts**

**August 2017**

**Next-Generation Achievement Level Descriptors**

**Exceeding Expectations**   
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

**Meeting Expectations**   
A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

**Partially Meeting Expectations**A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

**Not Meeting Expectations**A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student’s parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

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**English Language Arts**

**General: All grades (grades 3-8 and 10)**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations,* and *Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students’ work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

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|  | **Partially Meeting Expectations**  ***On MCAS, a student at this level:*** | **Meeting Expectations**  ***On MCAS, a student at this level:*** | **Exceeding Expectations**  ***On MCAS, a student at this level:*** |
| Reading | Demonstrates **partial** understanding of what a text implies and states explicitly; cites **limited** textual support for conclusions; **incompletely** summarizes key details and ideas; provides a **partial** analysis of a character, an event, or an idea in grade-appropriate texts  Demonstrates **partial** understanding of words and phrases used in a text; provides **limited** understanding of how structural elements, point of view, or purpose affects the content and style in text(s)  Makes **basic** comparisons between texts; shows **partial** understanding of content in diverse media; **partially** evaluates and analyzes claims and evidence in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; cites **solid** textual support for conclusions; **appropriately** summarizes key details and ideas; provides a **mostly complete** analysis of a character, an event, or an idea in grade-appropriate texts  Demonstrates **general** understanding of words and phrases used in a text;provides **general understanding** of how structural elements, point of view, or purpose affects the content and style in text(s)  Makes **appropriate** comparisons between texts; shows **solid** understanding of content in diverse media; **appropriately** evaluates and analyzes claims and evidence in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; cites **in-depth** textual support for conclusions; **skillfully** summarizes key details and ideas; provides a **sophisticated** analysis of a character, an event, or an idea in grade-appropriate texts  Demonstrates **in-depth** understanding of words and phrases used in a text; provides **sophisticated** understanding of how structural elements, point of view, or purpose affects the content and style in text(s)  Makes **insightful** comparisons between texts; shows **sophisticated** understanding of content in diverse media; **insightfully** evaluates and analyzes claims and evidence in text(s) |
| Writing | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areas  Produces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideas  Exhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areas  Produces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideas  Exhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **skillful** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areas  Produces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideas  Exhibits **full** awareness of task, purpose, and audience |
| Language | Demonstrates **limited** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate texts  Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts and word relationships in word meanings  Demonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate texts  Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts and word relationships in word meanings  Demonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate texts  Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts and word relationships in word meanings  Demonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |