Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 3.1**	minimally ask and answer questions to demonstrate understanding of a text, minimally refer explicitly to the text as the basis for the answers. RL 3.1	asks and answers questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers. RL 3.1	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL 3.1	asks and answers questions to demonstrate understanding of a text, consistently referring explicitly and implicitly to the text as the basis for the answers. RL 3.1
Characterization / Uses Evidence	**RL 3.2-3.3**	minimally use simple details from the text to recount stories from diverse cultures, minimally determine a directly stated lesson or central message, and minimally explain how basic/simple story elements and the actions and motivations of characters contribute to the sequence of events. RL 3.2 and RL 3.3	uses simple details from the text to recount stories from diverse cultures, determines a directly stated lesson or central message, and explains how basic/simple story elements and the actions and motivations of characters contribute to the sequence of events. RL 3.2 and RL 3.3	uses key details from the text to recount stories from diverse cultures, determines a lesson or central message, and explains how story elements and the actions of characters contribute to the sequence of events. RL 3.2 and RL 3.3	uses specific details from the text to recount stories from diverse cultures, determines an inferred lesson or central message, and analyzes how story elements and the actions and motivations of characters contribute to the sequence of events. RL 3.2 and RL 3.3

Reporting Category/Strand			Reading Literature (cont.)		
Standard			**Craft and Structure**		
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings/Language	**RL 3.4**	minimally determine the meaning of simple words and phrases as they are used in a text, minimally distinguish literal from nonliteral language. RL 3.4	determines the meaning of simple words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4	determines the meaning of complex words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4
Text Structures and Features	**RL 3.5**	minimally refer to easily identified parts of stories, dramas, and poems when writing or speaking about a text, minimally use terms such as chapter, scene, and stanza; minimally identify how one part builds on an earlier section. RL 3.5	refers to easily identified parts of stories, dramas, and poems when writing or speaking about a text, inconsistently using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section. RL 3.5	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections. RL 3.5	refers to complex parts of stories, dramas, and poems when writing or speaking about a text, consistently using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections. RL 3.5
Point of View	**RL 3.6**	minimally distinguish his/her point of view from that of the narrator or other characters. RL 3.6	inconsistently distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	analyzes the distinction between his/her own point of view and that of the narrator or other characters. RL 3.6
Standard			**Integration of Knowledge and Ideas**		
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 3.7**	minimally describe aspects of illustrations that contribute to what is conveyed by the text. RL 3.7	describes aspects of illustrations that contribute to what is conveyed by the text. RL 3.7	explains how aspects of illustrations contribute to what is conveyed by the text. RL 3.7	analyzes how aspects of illustrations contribute to what is conveyed by the text. RL 3.7
Analysis Within or Across Texts	**RL 3.9**	minimally identify simply stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9	identifies simply stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9	compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9	compares and contrasts multiple complex themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9

Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Informational Text**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RI 3.1**	minimally ask and answer questions to demonstrate understanding of a text, minimally refer explicitly to the text as the basis for the answers. RI 3.1	ask and answer questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers. RI 3.1	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI 3.1	asks and answers complex questions to demonstrate understanding of a text, referring explicitly and implicitly to the text as the basis for answers. RI 3.1
Central Ideas	**RI 3.2**	minimally identify an explicitly stated main idea of a text; minimally identify simple details to recount the main idea. RI 3.2	identifies the explicitly stated main idea of a text; identifies simple details to recount the main idea. RI 3.2	determines the main idea of a text; recounts key details and explains how they support the main idea. RI 3.2	analyzes the stated and implied main idea of a text; analyzes key details and explains how they support the main idea. RI 3.2
Analysis Within or Across Texts	**RI 3.3**	minimally use simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3	uses simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3	uses details and language pertaining to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3	uses specific details and language pertaining to time, sequence, and cause/effect to describe the stated, implied, or complex relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3

Reporting Category/Strand		**Reading Informational Text (cont.)**			
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings	RI 3.4	minimally determine the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4	determines the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4	determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4	determines the meaning of complex words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4
Text Structures/Features	RI 3.5	minimally use simple text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5	uses simple text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5	efficiently uses text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5	uses increasingly complex text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5
Reasoning and Evidence	RI 3.6	minimally distinguish his/her own point of view from that of the author of a text. RI 3.6	inconsistently distinguishes his/her own point of view from that of the author of a text. RI 3.6	distinguishes his/her own point of view from that of the author of a text. RI 3.6	analyzes the distinction between his/her own point of view and that of the author of a text. RI 3.6
Standard		**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	RI 3.7	minimally use simple/basic information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	uses simple/basic information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	uses information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	analyzes information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7
Analysis Within or Across Texts	RI 3.8	minimally describe simple, logical connections between sentences and paragraphs in a text. RI 3.8	describes simple, logical connections between sentences and paragraphs in a text. RI 3.8	describes logical connections between sentences and paragraphs in a text. RI 3.8	describes complex or subtle, logical connections between sentences and paragraphs in a text. RI 3.8
Analysis Within or Across Texts	RI 3.9	minimally compare or contrast important points and details directly stated within and across multiple texts on the same topic. RI 3.9	compares or contrasts important points and details directly stated within and across multiple texts on the same topic. RI 3.9	compares and contrasts important points and details presented within and across multiple texts on the same topic. RI 3.9	compares and contrast complex points and details presented within and across multiple texts on the same topic. RI 3.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**

Language Use	**L 3.1 a-i**	demonstrate minimal command of grammar:
		• minimally use simple, compound, and simple sentences.
		• minimally understand the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), and conjunctions (coordinating and subordinating).
		• minimally use verbs (regular and irregular), simple verb tenses, subject-verb and pronoun-antecedent agreement.
		  L 3.1 a, b, c, d, e, f, g, h, and i
			demonstrates inconsistent command of grammar:
			• inconsistently uses simple, compound, and simple sentences.
			• inconsistently understands the basic function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating).
			• inconsistently uses verbs (regular and irregular), simple verb tenses, and subject-verb and pronoun-antecedent agreement.
			  L 3.1 a, b, c ,d, e ,f, g, h, and i
				demonstrates command of grammar:
				• uses simple, compound, and complex sentences.
				• understands the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating).
				• uses verbs (regular and irregular), simple verb tenses, and subject-verb and pronoun-antecedent agreement.
				L 3.1 a, b, c, d, e, f, g, h,and i
					demonstrates strong and consistent command of grammar:
					• consistently uses simple, compound, and complex sentences.
					• demonstrates a strong understanding of the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating).
					• consistently uses verbs (regular and irregular), verb tenses, and subject-verb and pronoun-antecedent agreement.
					L 3.1 a, b, c, d, e ,f, g ,h,and i

Reporting Category/Strand		Language (cont.)			
Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Language Use	L 3.2 a-f	demonstrates minimal command of the conventions of Standard English: • seldom capitalize titles. • seldom use commas in addresses, commas and quotation marks in dialogue. • minimally form and use possessives. • seldom spell high-frequency words correctly. • minimally uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases. L 3.2 a, b, c, d, e, and f	demonstrates inconsistent command of the conventions of Standard English: • inconsistently capitalizes titles. • inconsistently uses commas in addresses, commas and quotation marks in dialogue. • inconsistently forms and uses possessives. • inconsistently spells high-frequency words correctly. • inconsistently uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases. L 3.2 a, b, c, d, e, and f	demonstrates command of the conventions of Standard English: • capitalizes titles. • uses commas in addresses, commas and quotation marks in dialogue. • forms and uses possessives. • spells high-frequency words correctly. • uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases. L 3.2 a, b, c, d, e, and f	demonstrates strong and consistent command of the conventions of Standard English: • consistently capitalizes titles. • consistently uses commas in addresses, commas and quotation marks in dialogue. • consistently forms and uses possessives. • consistently spells words correctly. • consistently uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases, including use of complex patterns and irregularly spelled words. L 3.2 a, b, c, d, e, and f
Language Use	L 3.3. a and b	minimally use knowledge of language and its conventions when writing, speaking, reading, or listening: • minimally choose words/phrases for effect. • minimally recognize and observing the differences between spoken and written English. L 3.3 a and b	inconsistently uses knowledge of language and its conventions when writing, speaking, reading, or listening: • inconsistently choosing words/phrases for effect. • inconsistently recognizing and observing the differences between spoken and written English. L 3.3 a and b	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • choosing words/phrases for effect. • recognizing and observing the differences between spoken and written English. L 3.3 a and b	uses consistent knowledge of language and its conventions when writing, speaking, reading, or listening: • consistently choosing complex words/phrases for effect. • consistently recognizing and observing the differences between spoken and written English. L 3.3 a and b

Reporting Category/Strand		Language (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	L 3.4 a-c	demonstrate minimal use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings. L 3.4 a, b, and c	demonstrates limited use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings. L 3.4 a, b, and c	demonstrates use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown words, phrases, and words with multiple meanings. L 3.4 a, b, and c	demonstrates thorough use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown and complex words, phrases, and words with multiple meanings. L 3.4 a, b, and c
Language Use	L 3.5	demonstrate minimal understanding of word relationships and nuances in word meaning by minimally making simple distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c	demonstrates limited understanding of word relationships and nuances in word meaning by inconsistently making simple distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c	demonstrates understanding of word relationships and nuances in word meaning by distinguishing between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c	demonstrates thorough understanding of word relationships and nuances in word meaning by making subtle distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c
Language Use	L 3.6	minimally use simple, yet grade-appropriate, general academic and domain-specific words and phrases, minimally include those that signal spatial and temporal relationships. L 3.6	partially uses simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6	accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6	consistently uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6

Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Opinion) and Edit/Clarify	**W 3.1**	• respond minimally to the topic raised in the prompt by presenting a vague and brief opinion. • use minimal reasons that support the opinion. • organize response with minimal structure and few transition words that connect reasons to the opinion. • use minimal style for an intended audience. Uses minimal word choice. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly and use minimal correct sentences and minimally attempt to use varied sentence types. Minimally use grade-appropriate capitalization, punctuation, and standard English grammar. W 3.1	• responds partially to the topic raised in the prompt by presenting a limited opinion • uses relevant reasons with limited details that support the opinion. • organizes response with limited structure and some transition words that inconsistently connects reasons to the opinion. • uses limited style for an intended audience. Uses limited/basic word choice. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly and uses some correct sentences and varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. W 3.1	• responds sufficiently to the topic raised in the prompt by presenting an opinion. • uses relevant reasons with details that support the opinion. • presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion. • uses grade-appropriate descriptive word choice for an appropriate style and intended audience. • uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types. W 3.1	• responds effectively to the topic raised in the prompt by presenting a clear and focused opinion. • uses relevant reasons with specific details that support the opinion. • presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion. • consistently uses precise and descriptive word choice for an intended audience. • uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences. W 3.1

Reporting Category/Strand		Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Informative and Narrative) and Edit/Clarify Not all bullet points are applicable to both genres of writing.	**W 3.2-3**	•respond to the prompt by minimally presenting a main idea in response to the topic. • use minimal relevant details that support the topic. • minimally develop an organized structure. Minimally group similar ideas together. • minimally use appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • minimally use appropriate style for an intended audience. Minimally use basic/predictable word choice or repetition of simple words and phrases. • use few grade-appropriate writing mechanics. Seldom spell common words correctly and sentences are simple and lack variety. Use few grade-appropriate capitalization, punctuation, and standard English grammar. W 3.2 and W 3.3	• responds to the prompt by partially presenting a main idea in response to the topic. • uses limited relevant details that support the topic. • develops a limited organized structure. Groups similar ideas together without a topic sentence. • partially uses appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • partially uses appropriate style for an intended audience. Uses basic/predictable word choice or repetition of simple words and phrases. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. W 3.2 and W 3.3	• responds to the prompt by presenting a main idea in response to the topic. • uses relevant details that support the topic. • develops an organized structure. Groups similar ideas together with a topic sentence. • demonstrates use of a writing format that supports the purpose for the writing (e.g., narrative or letter format). • uses appropriate style for an intended audience. Uses descriptive words or phrases. • uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Mostly uses varied sentences. W 3.2 and W 3.3	• develops a clear and focused main idea in response to the topic. • consistently uses relevant and descriptive details. • effectively develops an organized structure. Effectively organizes similar ideas together with a topic sentence. • demonstrates use of an effective writing format that supports the purpose for the writing (e.g., narrative or letter format). • consistently uses appropriate style for an intended audience. Uses a variety of descriptive words or phrases. • uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences. W 3.2 and W 3.3

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**W 3.4-6**	produces writing that includes little development, minimal revisions, and minimal collaborative elements. W 3.4-6	produces writing that includes partial development, limited revision, and limited collaborative elements. W 3.4-6	produces writing that includes and exhibits development, revision, and collaborative elements. W 3.4-6	produces writing that includes and effective development, strategic revision, and complex collaborative elements. W 3.4-6
Research to Build and Present Knowledge	**W 3.7-8**	conduct little research and recalls minimal information from experiences and sources, providing minimal evidence that is relevant or sorted into the provided categories. W 3.7-8	conducts some research and recalls some information from experiences and sources, providing limited evidence that may be sorted into the relevant provided categories. W 3.7-8	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories. W 3.7-8	conducts research and recalls complex information from experience and sources, effectively organizing relevant evidence in provided categories. W 3.7-8
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Comprehension and Collaboration	**SL 3.2**	minimally identify explicitly stated main ideas and simple supporting details of a text read aloud or information presented in diverse media and formats, including visually, qualitatively, and orally. SL 3.2	identifies the explicitly stated main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 3.2	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 3.2	analyzes the stated and implicit main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally. SL 3.2
Presentation of Knowledge of Ideas	**SL 3.3**	minimally ask and answer questions about information from a speaker, minimally offer detail. SL 3.3	inconsistently asks and answers questions about information from a speaker, inconsistently offering appropriate elaboration and detail. SL 3.3	asks and answers questions about information from a speaker, offering appropriate elaboration and detail. SL 3.3	asks and answers complex questions about information from a speaker offering complex elaboration and detail. SL 3.3

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand	**Reading Literature**			
Standard	**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Key Details	**RL.4.1**	minimally refer to simple details and examples when explaining what the text says explicitly and when drawing simple inferences from the text. RL 4.1	refers to simple details and examples when explaining what the text says explicitly and when drawing simple inferences from the text. RL 4.1	refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text. RL 4.1	refers to details and examples when explaining what the text says explicitly and when drawing complex inferences from the text. RL 4.1
Central Ideas	**RL 4.2**	minimally determine a simple theme of a story, drama, or poem; minimally summarizes the text when using simple details. RL 4.2	determines a simple theme of a story, drama, or poem; uses simple details to summarize the text. RL 4.2	determines the theme of a story, drama, or poem; summarizes the text. RL 4.2	determines a more complex or implicit theme of a story, drama, or poem; draws on complex details of the text to summarize. RL 4.2
Characterization / Uses Evidence	**RL 4.3**	minimally describe a character, or event in a story or drama, drawing on simple details in the text. RL 4.3	describes a character, or event in a story, drawing on simple details in the text. RL 4.3	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text. RL 4.3	describes in depth a character, setting, or event in a story or drama, drawing on implicit or specific details in the text. RL 4.3

Standard	Craft and Structure			

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Word Meanings and Language Use	**RL 4.4**	minimally determine the meaning of simple words and phrases, including those related to mythology, as they are used in a text and minimally distinguish literal from nonliteral language. RL 4.4	determines the meaning of simple words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4	determines the meaning of words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4	determines the meaning of complex words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Text Structures and Features	**RL 4.5**	minimally refer to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain simple differences between poems, dramas, and prose. RL 4.5	refers to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain simple differences between poems, dramas, and prose. RL 4.5	refers to structural elements of literary genres when writing or speaking about a text to explain major differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). RL 4.5	refers to structural elements of literary genres when writing or speaking about a text to explain nuanced differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). RL 4.5
Analysis Within or Across Texts	**RL 4.6**	minimally determine the point of view from which different stories are narrated, including minimal differences between first- and third-person narrations.RL 4.6	determines the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6	compares and contrasts the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6	compares, contrasts, and analyzes the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6

Standard		Integration of Knowledge and Ideas			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 4.7**	minimally make simple connections between the text of a story or drama and the visual or oral presentation of the text, minimally identify where each version reflects simple description and directions in the text. RL 4.7	makes simple connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects simple description and directions in the text. RL 4.7	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL 4.7	makes diverse connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects complex descriptions and directions in the text. RL 4.7
Analysis Within or Across Texts	**RL 4.9**	minimally compare and contrast simple themes, topics, and patterns of events in stories from different cultures. RL 4.9	compares and contrasts simple themes, topics, and patterns of events in stories from different cultures. RL 4.9	compares and contrasts themes, topics, and patterns of events in stories from different cultures. RL 4.9	compares and contrasts complex themes, topics, and patterns of events in stories from different cultures. RL 4.9

Range PLDs
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.

Reporting Category/Strand		Reading Informational Text			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	RI 4.1	minimally refer to simple details and examples in a text when explaining what the text says explicitly and when drawing simple inferences from the text. RI 4.1	partially refers to simple details and examples in a text when explaining what the text says explicitly and when drawing simple inferences from the text. RI 4.1	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI 4.1	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text. RI 4.1
Central Ideas	RI 4.2	minimally determine the stated main idea of a text and minimally explains how it is supported by simple details; use minimal details to provide a summary of the text. RI 4.2	determines the simple or stated main idea of a text and explains how it is supported by simple details; provides a simple summary of the text. RI 4.2	determines the main idea of a text and explains how it is supported by key details; summarizes the text. RI 4.2	explains the main idea of a text and explains how it is supported by key details and examples; draws on complex details of the text to summarize. RI 4.2
Analysis Within or Across Texts	RI 4.3	minimally use simple details to explain events, procedures, ideas or concepts in a historical, scientific, or technical text. RI 4.3	uses simple details to explain historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3	explains a series of historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3	analyzes a series of historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meaning and Language Use	RI 4.4	minimally determine the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 4.4	determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 4.4	determines the meaning of general academic and domain-specific words and phrases as they are used in a text. RI 4.4	determines the meaning of complex general academic and domain-specific words and phrases as they are used in a text. RI 4.4
Text Structures and Features	RI 4.5	minimally identify the overall structure of simple events, ideas, concepts, or information in a text or part of a text. RI 4.5	identifies the overall structure of simple events, ideas, concepts, or information in a text or part of a text. RI 4.5	describes the overall structure of events, ideas, concepts, or information in a text or part of a text. RI 4.5	explains the overall structure of particular/complex events, ideas, concepts, or information in a text or part of a text. RI 4.5

Analysis Within or Across Texts	RI 4.6	minimally compare and contrast different accounts of the same topic or event, minimally identify the basic similarities and differences in focus and information provided. RI 4.6	compares and contrasts different accounts of the same topic or event, describing the basic similarities and differences in focus and information provided. RI 4.6	compares and contrasts different accounts of the same topic or event, describing the similarities and differences in focus and information provided. RI 4.6	compares and contrasts different accounts of the same topic or event, describing the subtle or implied similarities and differences in focus and information provided. RI 4.6
Standard		Integration of Knowledge and Ideas			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	RI 4.7	minimally interpret information presented in diverse but simple formats (e.g., charts, graphs, diagrams, and timelines) and simple words in a text to demonstrate or minimally identify how the information contributes to an understanding of the text. RI 4.7	interprets information presented in diverse but simple formats (e.g., charts, graphs, diagrams, and timelines) and simple words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7	interprets information presented in diverse formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7	interprets information presented in diverse and complex formats (e.g., charts, graphs, diagrams, and timelines) and complex words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7
Reasoning and Evidence	RI 4.8	minimally explain how an author uses reasons and evidence to support particular simple/obvious points in the text. RI 4.8	explains how an author uses reasons and evidence to support particular simple/obvious points in the text. RI 4.8	explains how an author uses reasons and evidence to support particular points in the text. RI 4.8	explains how an author uses reasons and evidence to support or analyze particular/subtle points in the text. RI 4.8
Analysis Within or Across Texts	RI 4.9	minimally integrate directly stated information presented within and across two texts on the same topic. RI 4.9	partially integrates directly stated information presented within and across two texts on the same topic. RI 4.9	integrates information presented within and across two texts on the same topic. RI 4.9	integrates stated or implied information presented within and across two texts on the same topic. RI 4.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	L 4.1.a-g	demonstrates minimal command of the conventions of standard English grammar and usage when writing: • minimally use relative pronouns and relative adverbs. • minimally form and use the progressive verb tenses. • minimally use modal auxiliaries (e.g., can, may, must) to convey various conditions. • minimally order adjectives within sentences according to conventional patterns. • minimally form and use prepositional phrases. • minimally produce complete sentences, recognize and correct inappropriate fragments and run-ons. • minimally use frequently confused words correctly (e.g., to, too, two; there, their). L 4.1.a, b, c, d, e, f, and g	demonstrates partial command of the conventions of standard English grammar and usage when writing: • partially using relative pronouns and relative adverbs. • partially forming and using the progressive verb tenses. • partially using modal auxiliaries (e.g., can, may, must) to convey various conditions. • partially orders adjectives within sentences according to conventional patterns. • partially forms and uses prepositional phrases. • partially produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. • partially uses frequently confused words correctly (e.g., to, too, two; there, their). L 4.1.a, b, c, d, e, f, and g	demonstrates command of the conventions of standard English grammar and usage when writing: • using relative pronouns and relative adverbs. • forming and using the progressive verb tenses. • using modal auxiliaries (e.g., can, may, must) to convey various conditions. • orders adjectives within sentences according to conventional patterns. • forms and uses prepositional phrases. • produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. • correctly uses frequently confused words (e.g., to, too, two; there, their). L 4.1.a, b, c, d, e, f, and g	demonstrates strong and consistent command of the conventions of standard English grammar and usage when writing: • consistently using relative pronouns and relative adverbs, forming and using the progressive verb tenses. • consistently using modal auxiliaries (e.g., can, may, must) to convey various conditions. • consistently orders adjectives within sentences according to conventional patterns. • consistently forms and uses complex prepositional phrases. • consistently produces complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons. • strategically uses frequently confused words (e.g., to, too, two; there, their). L 4.1.a, b, c, d, e, f, and g

Reporting Category/Strand		Language (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 4.2 a-d**	demonstrate minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing: • seldom use commas and quotation marks to mark direct speech and quotations from a text. • seldom use a comma before a coordinating conjunction in a compound sentence. • seldom spell words correctly, seldom consulting references as needed. L 4. 2 a, b, c, and d	demonstrates inconsistent command of the conventions of standard English capitalization, punctuation, and spelling when writing: • inconsistently uses commas and quotation marks to mark direct speech and quotations from a text. • inconsistently uses a comma before a coordinating conjunction in a compound sentence. • inconsistently spells words correctly, partially consulting references as needed. L 4. 2 a, b, c, and d	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: • uses commas and quotation marks to mark direct speech and quotations from a text. • uses a comma before a coordinating conjunction in a compound sentence. • spells words correctly, consulting references as needed. L 4. 2 a, b, c, and d	demonstrates strong and consistent command of the conventions of standard English capitalization, punctuation, and spelling when writing: • consistently uses commas and quotation marks to mark direct speech and quotations from a text. • consistently uses a comma before a coordinating conjunction in a compound sentence. • consistently spells complex words correctly, consulting references as needed. L 4. 2 a, b, c, and d
Language Use	**L 4.3 a-c**	minimally use knowledge of language and its conventions when writing, speaking, reading, or listening: • minimally choose words and phrases to convey ideas precisely. • seldom choose punctuation for effect. • minimally differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L 4.3 a, b, and c	partially uses knowledge of language and its conventions when writing, speaking, reading, or listening: • inconsistently chooses words and phrases to convey ideas precisely. • inconsistently chooses punctuation for effect. • partially differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L 4.3 a, b, and c	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • chooses words and phrases to convey ideas precisely. • chooses punctuation for effect. • differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L 4.3 a, b, and c	uses knowledge of complex language and its conventions when writing, speaking, reading, or listening: • chooses complex words and phrases to convey ideas precisely. • consistently chooses punctuation for effect. • consistently differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L 4.3 a, b, and c

Reporting Category/Strand		Language (cont.)			
Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Language Use	L 4.4 a-c	demonstrate minimal use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings. L 4.4 a, b, and c	demonstrates partial use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings. L 4.4 a, b, and c	demonstrates use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of words and phrases and words with multiple meanings. L 4.4 a, b, and c	demonstrates thorough use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of complex words and phrases and words with multiple meanings. L 4.4 a, b, and c
Language Use	L 4.5 a-c	demonstrates minimal understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings. L 4.5 a, b, and c	demonstrates limited understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings. L 4.5 a, b, and c	demonstrates understanding of figurative language (simile, metaphor, common idioms, adages, and proverbs), word (antonyms and synonyms), and nuances in word meanings. L 4.5 a, b, and c	demonstrates thorough understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and subtle nuances in word meanings. L 4.5 a, b, and c
Language Use	L 4.6	minimally use simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6	partially uses simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6	accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6	consistently uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Opinion) and Edit/Clarify	**W 4.1**	• respond minimally to the topic raised in the prompt by presenting a vague and brief opinion. • use minimal reasons that support the opinion. • organize response with minimal structure and little transition words that connect reasons to the opinion. • use minimal style for an intended audience. Use minimal word choice. • use few grade-appropriate writing mechanics. Seldom spell common words correctly and minimally use some correct sentences and attempts to use varied sentence types. Minimally use grade-appropriate capitalization, punctuation, and standard English grammar. W 4.1	• responds partially to the topic raised in the prompt by presenting a limited opinion. • uses relevant reasons with few facts and details that support the opinion. • organizes response with limited structure and some transition words that inconsistently connect reasons to the opinion. • uses limited style for an intended audience. Uses limited/basic word choice. • uses limited grade-appropriate writing mechanics. Inconsistently spells some common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. W 4.1	• responds sufficiently to the topic raised in the prompt by presenting an opinion. • uses relevant reasons with facts and details that support the opinion. • presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion. • uses grade-appropriate descriptive word choice for an appropriate style and intended audience. • uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types. W 4.1	• responds effectively to the topic raised in the prompt by presenting a clear and focused opinion. • uses relevant reasons with specific facts and details that support the opinion. • presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion. • consistently uses precise and descriptive word choice for an intended audience. • uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences. W 4.1

Reporting Category/Strand		Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Informative and Narrative) and Edit/Clarify Not all bullet points are applicable to both genres of writing.	**W 4.2 and W 4.3**	•respond to the prompt by minimally presenting a main idea in response to the topic. • use minimal relevant details that support the topic. • minimally develop an organized structure. Minimally group similar ideas together. • minimally use appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • minimally use appropriate style for an intended audience. Minimally use basic/predictable word choice or repetition of simple words and phrases. • use few grade-appropriate writing mechanics. Seldom spells common words correctly and sentences are simple and lack variety. Use few grade-appropriate capitalization, punctuation, and standard English grammar. W 4.2 and W 4.3	• responds to the prompt by partially presenting a main idea in response to the topic. • uses limited relevant details that support the topic. • develops an organized structure. Groups similar ideas together without a topic sentence. • partially uses appropriate writing format that supports the purpose for the writing (e.g., narrative or letter format). • partially uses appropriate style for an intended audience. Uses basic/predictable word choice or repetition of simple words and phrases. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. W 4.2 and W 4.3	• responds to the prompt by presenting a main idea in response to the topic. • uses relevant details that support the topic. • develops an organized structure. Groups similar ideas together with a topic sentence. • demonstrates use of a writing format that supports the purpose for the writing (e.g., narrative or letter format). • uses appropriate style for an intended audience. Uses descriptive words or phrases. • uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Mostly uses varied sentences. W 4.2 and W 4.3	• develops a clear and focused main idea in response to the topic. • use relevant and descriptive details. • develops an organized structure. Effectively organizes similar ideas together with a topic sentence. • demonstrates use of an effective writing format that supports the purpose for the writing (e.g., narrative or letter format). • consistently uses appropriate style for an intended audience. Uses a variety of descriptive words or phrases. • uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences. W 4.2 and W 4.3
Production and Distribution of Writing	**W 4.4-6**	produce writing that includes little development, minimal revisions, few collaborative elements, and a vague audience. W 4.4-6	produces writing that includes partial development, limited revision, limited collaborative elements, and an inconsistent audience. W 4.4-6	produces writing that includes and exhibits development, revision, collaborative elements, a concise purpose, and a clear audience. W 4.4-6	produces writing that includes effective development, strategic revision, complex collaborative elements, and a targeted audience. W 4.4-6

Reporting Category/Strand			Writing (cont.)		
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Research to Build and Present Knowledge	**W 4.7-8**	conduct little research and recall minimal information from experiences and sources, provide minimal evidence that is relevant or sorted into the provided categories and draw minimal information from literary or informational texts to support his or her research. W 4.7-8	conducts some research and recalls some information from experiences and sources, providing limited evidence that may be sorted into the relevant provided categories and drawing limited information from literary or informational texts to support his or her research. W 4.7-8	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research. W 4.7-8	conducts research and recalls complex information from experience and sources, effectively organizing relevant evidence in provided categories, and drawing complex information from literary and informational text to support his or her research. W 4.7-8
Research to Build and Present Knowledge (LIT/INFO Reading)	**W 4.9**	minimally draw evidence from literary or informational texts to support simple analysis, reflection, and research: a. minimally apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. minimally apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). W 4.9	partially draws evidence from literary or informational texts to support simple analysis, reflection, and research: a. partially applies grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. partially applies grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). W 4.9	draws evidence from literary or informational texts to support analysis, reflection, and research: a. applies grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. applies grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). W 4.9	consistently draws evidence from literary or informational texts to support complex analysis, reflection, and research: a. consistently applies grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. consistently applies grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). W 4.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Comprehension and Collaboration	SL 4.2	minimally restate portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 4.2	restates portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 4.2	paraphrases portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 4.2	paraphrases complex portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 4.2
Presentation of Knowledge of Ideas	SL 4.3	minimally identify simple reasons and evidence a speaker provides to support basic points. SL 4.3	identifies simple reasons and evidence a speaker provides to support particular points. SL 4.3	identifies the reasons and evidence a speaker provides to support particular points. SL 4.3	identifies complex reasons and evidence a speaker provides to support particular points. SL 4.3

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 5.1**	minimally quote from the text when explaining what the text says explicitly and minimally drawing simple inferences from the text. RL 5.1	quotes from the text when explaining what the text says explicitly and when drawing simple inferences from the text. RL 5.1	quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. RL 5.1	quotes accurately from the text when explaining what the text states explicitly and when drawing complex inferences from the text. RL 5.1
Central Ideas	**RL 5.2**	minimally draw upon simple details to summarize text and minimally identify how characters respond to challenges or how the speaker in a poem minimally reflects upon a topic to determine a theme. RL 5.2	draws upon simple details to summarize text and identifies how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. RL 5.2	draws upon specific details to summarize text and describes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. RL 5.2	draws upon complex details to summarize text and analyzes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a complex/implied theme. RL 5.2
Characterization / Uses Evidence	**RL 5.3**	minimally draw upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	draws upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	draws upon specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	draws upon complex and specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3

Reporting Category/Strand			Reading Literature (cont.)			
Standard			**Craft and Structure**			
Cluster:	**Benchmark:**		**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings/Language Use	RL 5.4		minimally determine the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4
Text Structures and Features	RL 5.5		minimally identify how simple and concrete chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. RL 5.5	Identifies how simple chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. RL 5.5	explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. RL 5.5	analyzes how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. RL 5.5
Analysis Within or Across Texts	RL 5.6		minimally identify how a narrator's or speaker's point of view influences how events are described. RL 5.6	identifies how a narrator's or speaker's point of view influences how events are described. RL 5.6	describes how a narrator's or speaker's point of view influences how events are described. RL 5.6	analyzes how a narrator's or speaker's point of view influences how events are described. RL 5.6
Standard			**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**		**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures/Features	RL 5.7		minimally identify how simple visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL 5.7	identifies how simple visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL 5.7	analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL 5.7	analyzes how complex or subtle visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL 5.7
Analysis Within or Across Texts	RL 5.9		minimally identify similar themes and topics in stories of the same genre. RL 5.9	identifies similar themes and topics in stories of the same genre. RL 5.9	compares and contrasts approaches to similar themes and topics in stories of the same genre. RL 5.9	compares and contrasts approaches to complex themes and topics in stories of the same genre. RL 5.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Informational Text**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	RI 5.1	minimally quote accurately from a text when explaining what the text says explicitly and drawing simple inferences from the text. RI 5.1	quotes accurately from a text when explaining what the text says explicitly and when drawing simple inferences from the text. RI 5.1	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI 5.1	quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text. RI 5.1
Central Ideas	RI 5.2	minimally determine multiple simple or stated main ideas of a text and explains how they are supported by key details; minimally use simple details to summarize the text. RI 5.2	determines multiple simple or stated main ideas of a text and explains how they are supported by key details; uses simple details to summarize the text. RI 5.2	determines multiple main ideas of a text and explains how they are supported by key details; summarizes the text. RI 5.2	determines multiple implied main ideas of a text and explains how they are supported by key details; uses complex details to summarize the text. RI 5.2
Reasoning and Evidence	RI 5.3	minimally use simple details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	uses simple details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	uses specific details to explain the relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	uses specific details to explain the implied or more complex relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meaning/Language Use	RI 5.4	minimally determine the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 5.4	determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 5.4	determines the meaning of general academic and domain-specific words and phrases as they are used in a text. RI 5.4	determines the meaning of complex academic and domain-specific words and phrases as they are used in a text. RI 5.4
Text Structures/Features	RI 5.5	minimally compare and contrast overall structure of simple events, ideas, concepts, or information between two or more texts. RI 5.5	compares and contrasts overall structure of simple events, ideas, concepts, or information between two or more texts. RI 5.5	compares and contrasts overall structure of events, ideas, concepts, or information between two or more texts. RI 5.5	compares and contrasts overall structure of complex events, ideas, concepts, or information between two or more texts. RI 5.5

Analysis Within or Across Texts	**RI 5.6**	minimally identify multiple accounts of the same topic or event, noting basic similarities and differences in the point of view represented. RI 5.6	identifies multiple accounts of the same topic or event, noting basic similarities and differences in the point of view represented. RI 5.6	analyzes multiple accounts of the same topic or event, noting important similarities and differences in the point of view represented. RI 5.6	analyzes multiple accounts of the same topic or event, noting important, implied similarities and differences in the point of view represented. RI 5.6
Reporting Category/Strand		**Reading Informational Text (cont.)**			
Standard		**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures/Features	**RI 5.7**	minimally draw on information from multiple types of sources to demonstrate ability to locate and answer simple questions or questions or solve a basic problem. RI 5.7	draws on information from multiple types of sources to demonstrate ability to locate and answer simple questions or solve a basic problem. RI 5.7	draws on information from multiple types of sources to demonstrate ability to locate and answer questions or solve a problem. RI 5.7	draws on information from multiple types of sources to demonstrate ability to locate and answer difficult questions or solve a complex problem. RI 5.7
Reasoning and Evidence	**RI 5.8**	minimally identify how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s). RI 5.8	identifies how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s). RI 5.8	explains how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s). RI 5.8	analyzes how an author uses reasons and/or evidence to support or evaluate particular points in the text, including identifying which reasons and evidence support which point(s). RI 5.8
Analysis Within or Across Texts	**RI 5.9**	minimally integrate simple or directly stated information presented within and across multiple texts on the same topic. RI 5.9	integrates simple or directly stated information presented within and across multiple texts on the same topic. RI 5.9	integrates information presented within and across multiple texts on the same topic. RI 5.9	integrates stated and implied information presented within and across multiple texts on the same topic. RI 5.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 5.1 a-c**	demonstrate minimal command of the conventions of standard English grammar and usage when writing or speaking: • minimally explain the basic function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • minimally form and use verb tenses, use verb tense to convey various times, sequences, states, and conditions. • minimally recognize and correct inappropriate shifts in verb tense; minimally uses correlative conjunctions. L.5.1 a, b, c, d and e	demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking: • inconsistently explaining the basic function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • inconsistently forms and uses verb tenses, uses verb tense to convey various times, sequences, states, and conditions. • inconsistently recognizes and corrects simple inappropriate shifts in verb tense; partially uses correlative conjunctions. L.5.1 a, b, c, d and e	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: • explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions. • recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor). L.5.1 a, b, c, d and e	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: • explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • effectively forms and uses verb tenses, uses verb tense to convey various times, sequences, states, and conditions. • recognizes and corrects inappropriate shifts in verb tense; effectively uses correlative conjunctions (e.g., either/or, neither/nor). L.5.1 a, b, c, d and e

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L. 5.2 a-c**	demonstrate minimal command of simple conventions of standard English capitalization, punctuation, and spelling when writing: • minimally use punctuation to separate items in a series. • seldom use a comma to separate an introductory element from the rest of the sentence. • seldom use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • seldom use underlining, quotation marks, or italics to indicate titles of works. • seldom spell simple words correctly, seldom consulting references . L.5.2 a, b, c, d, and e	demonstrates partial command of the conventions of standard English capitalization, punctuation, and spelling when writing: • inconsistently uses punctuation to separate items in a series. • inconsistently uses a comma to separate an introductory element from the rest of the sentence. • inconsistently uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • inconsistently uses underlining, quotation marks, or italics to indicate titles of works. • inconsistently spells simple words correctly, consulting references on occasion. L.5.2 a, b, c, d, and e	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: • uses punctuation to separate items in a series. • uses a comma to separate an introductory element from the rest of the sentence. • uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • uses underlining, quotation marks, or italics to indicate titles of works. • spells words correctly, consulting references as needed. L.5.2 a, b, c, d, and e	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: • effectively uses punctuation to separate items in a series. • effectively uses a comma to separate an introductory element from the rest of the sentence. • effectively uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • strategically uses underlining, quotation marks, or italics to indicate titles of works. • spells words correctly, consulting references as needed. L.5.2 a, b, c, d, and e

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 5.3 a and b**	uses minimal knowledge of language and its conventions when writing, speaking, reading, or listening: • minimally expand, combines, and reduces sentences for meaning, reader/listener interest, and style. • minimally compare and contrast the varieties of English used in stories, dramas, or poems. L 5.3 a and b	uses partial knowledge of language and its conventions when writing, speaking, reading, or listening: • partially expands, combines, and reduces sentences for meaning, reader/listener interest, and style. • partially compares and contrasts the varieties of English used in stories, dramas, or poems. L 5.3 a and b	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • expands, combines, and reduces sentences for meaning, reader/listener interest, and style. • compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L 5.3 a and b	uses complex knowledge of language and its conventions when writing, speaking, reading, or listening: • consistently expands, combines, and reduces sentences for meaning, reader/listener interest, and style. • thoroughly compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L 5.3 a and b
Language Use	**L.5.4 a-c**	minimally determine or clarify the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating minimal use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases. L 5.4 a, b, and c	determines or clarifies the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases. L 5.4 a, b, and c	determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of words and phrases. L 5.4 a, b, and c	determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of complex words and phrases. L 5.4 a, b, and c

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 5.5 a-c and L 5.6**	minimally determine the meaning of simple academic and domain-specific words; minimally recognize, interpret, and explain the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); minimally use simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5 a, b, and c, and L 5.6	determines the meaning of simple academic and domain-specific words; recognizes, interprets, and explains the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5 a, b, and c, and L 5.6	determines the meaning of general academic and domain-specific words; recognizes, interprets, and explains the meaning of figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5 a, b, and c, and L 5.6	determines the meaning of complex general academic and domain-specific words; recognizes, interprets, and explains the meaning of complex figurative language (e.g., similes, metaphors, common idioms, adages, and proverbs) in context; uses abstract relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs). L 5.5 a, b, and c, and L 5.6

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Opinion/Informative/ Narrative), Edit/Clarify Not all bullet points are applicable to all genres of writing.	**W 5.1-3**	• minimally respond to the prompt by presenting a vague and brief opinion, explanation, or main idea. • uses minimal and/or irrelevant supporting or descriptive details and may minimally attempt to connect reasons to opinions. • organize response with minimal structure. Use minimal reasoning or coherence and omit the introduction or conclusion (or beginning or end). Minimally use topic sentences or transitions between paragraphs. • demonstrate minimal variation within use of basic word choice; use minimal style that is appropriate for the intended purpose or audience. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly. Use minimal grade-appropriate capitalization, punctuation, and standard English grammar. Seldom use varied and correct sentences. W 5.1, W 5.2, and W 5.3	• partially responds to the prompt by presenting a limited opinion, explanation, or main idea. • uses few supporting or descriptive details and may partially connect reasons to opinions. • organizes response with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion (or beginning or end). Inconsistently uses topic sentences or transitions between paragraphs. • Demonstrates partial variation within use of limited or basic word choice; uses limited style that is appropriate for the intended purpose or audience. • Uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Inconsistently uses varied and correct sentences. W 5.1, W 5.2, and W 5.3	• adequately responds to the topic raised in the prompt by presenting an opinion, explanation, or main idea. • uses relevant supporting or descriptive details (that may support an opinion) in response to the topic. • demonstrates a general progression of ideas, ordered paragraphs that include an introduction, body, and conclusion (or beginning, middle, and end). Uses topic sentences and transitions between paragraphs and connects reasons to opinions. • uses grade-appropriate word choice. Uses style that is appropriate for the intended purpose or audience. • Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences. W 5.1, W 5.2, and W 5.3	• effectively responds to the topic raised in the prompt by presenting a clear and focused opinion, explanation, or main idea. • skillfully using clearly related supporting or descriptive details in response to the topic. • presents a logically organized progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion (or skillfully uses topic sentences and transitions within or between paragraphs and skillfully connects reasons to opinions. • uses precise and sophisticated word choice with consistent style that is appropriate for the intended purpose or audience. • uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences. W 5.1, W 5.2, and W 5.3

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**W.5.4-6**	produce writing with that includes little development, minimal revisions, and minimal collaborative elements. W.5.4-6	produces writing that includes partial development, limited revision, and limited collaborative elements. W.5.4-6	produces writing that includes and exhibits development, revision, and collaborative elements. W.5.4-6	produces writing that includes effective development, strategic revision, and complex collaborative elements. W.5.4-6
Production and Distribution of Writing	**W 5.7-8**	conduct little research and recall minimal information from experiences and sources, providing minimal evidence that is relevant or sorted into the provided categories and drawing minimal information from literary or informational texts to support his or her research and analysis. W 5.7-8	conducts partial research and recalls some information from experiences and sources, providing limited evidence that may be sorted into the relevant provided categories and drawing limited information from literary or informational texts to support his or her research and analysis. W 5.7-8	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research and analysis. W 5.7-8	conducts research and recalls complex information from experience and sources, effectively organizing relevant evidence in provided categories, and drawing complex information from literary and informational text to support his or her research and analysis. W 5.7-8

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LIT/INFO Reading)	**W 5.9**	minimally draw simple evidence from literary or informational texts to support simple analysis, reflection, and research: a. minimally apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. minimally apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). W 5.9	partially draws simple evidence from literary or informational texts to support simple analysis, reflection, and research: a. partially applies grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. partially applies grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). W 5.9	draw evidence from literary or informational texts to support analysis, reflection, and research: a. applies grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. applies grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). W 5.9	draws evidence from literary or informational texts to support complex analysis, reflection, and research: a. consistently applies grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. consistently applies grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). W 5.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Comprehension and Collaboration	**SL 5.2**	minimally summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 5.2	partially summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 5.2	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 5.2	clearly and concisely summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 5.2
Presentation of Knowledge of Ideas	**SL 5.3**	minimally summarize the basic/simple points a speaker makes and minimally identify how each claim is supported by simple reasons and evidence. SL 5.3	summarizes the basic/simple points a speaker makes and identifies how each claim is supported by simple reasons and evidence. SL 5.3	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence. SL 5.3	summarizes the complex points a speaker makes and explains how each claim is supported by stated and implied reasons and evidence. SL 5.3

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use partial textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					

Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 6.1**	minimally cite textual evidence to support analysis of what the text says explicitly and when drawing simple inferences from the text. RL.6.1	cites textual evidence to support analysis of what the text says explicitly and when drawing simple inferences from the text. RL 6.1	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 6.1	cites textual evidence to support analysis of what the text says explicitly and when drawing complex inferences from the text. RL 6.1
Central Ideas	**RL 6.2**	minimally identify a theme or central idea of a text and how it is conveyed through simple details; minimally provide a summary of the text distinct from personal opinions or judgments. RL 6.2	identifies a theme or central idea of a text and how it is conveyed through simple details; partially provides a summary of the text distinct from personal opinions or judgments. RL 6.2	determines a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL 6.2	determines a theme or central idea of a text and how it is conveyed through specific, complex, or subtle details; provides a comprehensive summary of the text distinct from personal opinions or judgments. RL 6.2
Characterization / Uses Evidence	**RL 6.3**	minimally identify how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. RL 6.3	identifies how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. RL 6.3	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. RL 6.3	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. RL 6.3

Standard		Craft and Structure			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings/ Language Use	**RL 6.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and minimally identify the impact of word choice on meaning and tone. RL 6.4	determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and partially identifies the impact of word choice on meaning and tone. RL 6.4	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone. RL 6.4	determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone. RL 6.4
Text Structures and Features	**RL 6.5**	minimally identify how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and minimally contribute to the development of the stated/simple theme, basic setting, or simple plot. RL 6.5	identifies how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the stated/simple theme, basic setting, or simple plot. RL 6.5	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL 6.5	provides a complex analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the complex theme, setting, or plot. RL 6.5
Reasoning and Evidence	**RL 6.6**	minimally identify how an author develops the point of view of the narrator or speaker in a text. RL 6.6	Identifies how an author develops the point of view of the narrator or speaker in a text. RL 6.6	explains how an author develops the point of view of the narrator or speaker in a text. RL 6.6	analyzes how an author develops the point of view of the narrator or speaker in a text. RL 6.6
Standard		Integration of Knowledge and Ideas			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 6.7**	minimally compare and contrast the basic experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text; minimally contrast simple details of what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. RL 6.7	compares and contrasts the basic experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting simple details of what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. RL 6.7	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. RL 6.7	consistently and thoroughly compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. RL 6.7

Analysis Within or Across Texts	RL 6.9	minimally compare and contrast approaches to simple themes and topics in texts of different forms and genres. RL 6.9	compares and contrasts approaches to simple themes and topics in texts of different forms and genres.RL 6.9	compares and contrasts approaches to themes and topics in texts of different forms and genres. RL 6.9	compares and contrasts approaches to complex themes and topics in texts of different forms and genres. RL 6.9
Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Informational Text**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	RI 6.1	minimally cite textual evidence to support what the text says explicitly and when drawing simple inferences from text. RI 6.1	cites textual evidence to support what the text says explicitly and when drawing simple inferences from text. RI 6.1	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 6.1	cites textual evidence to support analysis of what the text says explicitly and when drawing complex inferences from the text. RI 6.1
Central Ideas	RI 6.2	minimally determine the stated central idea of a text and how it is conveyed through details; minimally summarize the text distinct from personal opinions or judgment. RI 6.2	determines the stated central idea of a text and how it is conveyed through details;-partially summarizes the text distinct from personal opinions or judgment. RI 6.2	determines the central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment. RI 6.2	analyzes the central idea of a text and how it is conveyed through details; strategically summarizes the text distinct from personal opinions or judgment. RI 6.2
Analysis Within or Across Texts	RI 6.3	minimally analyze how a simple event, idea, or key individual is introduced and illustrated in a text. RI 6.3	analyzes how a simple event, idea, or key individual is introduced and illustrated in a text. RI 6.3	analyzes how an event, idea, or key individual is introduced, illustrated, and elaborated in a text. RI 6.3	analyzes how a complex event, idea, or key individual is introduced, illustrated, and elaborated in a text. RI 6.3

Standard		Craft and Structure			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**RI 6.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI 6.4	determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI 6.4	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI 6.4	determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI 6.4
Text Structures and Features	**RI 6.5**	minimally identify how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of stated ideas. RI 6.5	identifies how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of stated ideas. RI 6.5	analyzes how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of ideas. RI 6.5	provides a complex analysis of how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of stated, as well as implied, ideas. RI 6.5
Analysis Within or Across Texts	**RI 6.6**	minimally use evidence to identify the author's point of view or purpose and minimally identify how it is conveyed or developed in the text. RI 6.6	uses evidence to identify the author's point of view or purpose and identifies how it is conveyed or developed in the text. RI 6.6	uses textual evidence to explain the author's point of view or purpose and explains how it is conveyed or developed in the text. RI 6.6	uses textual evidence to analyze the author's point of view or purpose and analyzes how it is conveyed or developed in the text. RI 6.6
Standard		Integration of Knowledge and Ideas			
Text Structures and Features	**RI 6.7**	minimally integrate information in different formats, as well as in words, to develop coherent understanding of a basic topic or issue. RI 6.7	integrates information in different formats, as well as in words, to develop coherent understanding of a basic topic or issue. RI 6.7	integrates information in different formats, as well as in words, to develop coherent understanding of a topic or issue.RI 6.7	integrates information in different formats, as well as in words, to develop coherent understanding of a complex topic or issue.RI 6.7
Reasoning and Evidence	**RI 6.8**	minimally trace and evaluate simple arguments and obvious claims in a text; minimally distinguish simple claims supported by reasons and evidence from those that are not. RI 6.8	traces and evaluates simple arguments and obvious claims in a text; distinguishes simple claims supported by reasons and evidence from those that are not. RI 6.8	traces and evaluates arguments and claims in a text; distinguishes those claims supported by reasons and evidence from those that are not. RI 6.8	traces and evaluates complex arguments and implied claims in a text; distinguishes those claims supported by reasons and evidence from those that are not. RI 6.8
Analysis Within or Across Texts	**RI 6.9**	minimally compare and contrast author's presentation of simple events with that of another. RI 6.9	compares and contrasts one author's presentation of simple events with that of another. RI 6.9	compares and contrasts one author's presentation of events with that of another. RI 6.9	compares and contrasts one author's presentation of complex events with that of another. RI 6.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	L 6.1	demonstrate minimal command of the conventions of standard English grammar and usage when writing or speaking • minimally ensure that pronouns are in the proper case. • minimally use intensive pronouns. • seldom recognize and corrects. inappropriate shifts in pronoun number and person. • seldom recognize and correct vague pronouns. • seldom recognize variations from standard English and uses strategies to improve expression in conventional language. L 6 .1	demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking • partially ensures that pronouns are in the proper case. • partially uses intensive pronouns. • inconsistently recognizes and corrects inappropriate shifts in pronoun number and person. • partially recognizes and corrects vague pronouns. • partially recognizes variations from standard English and uses strategies to improve expression in conventional language. L 6.1	demonstrates command of the conventions of standard English grammar and usage when writing or speaking • ensures that pronouns are in the proper case. • uses intensive pronouns. • recognizes and corrects inappropriate shifts in pronoun number and person. • recognizes and corrects vague pronouns. • recognizes variations from standard English and uses strategies to improve expression in conventional language. L 6.1	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking • consistently ensures that pronouns are in the proper case. • uses intensive pronouns. • recognizes and corrects inappropriate shifts in pronoun number and person. • recognizes and corrects vague pronouns. • includes variations from standard English and uses strategies to improve expression in conventional language. L6.1
Language Use	L 6.2	demonstrate a minimal command understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: • seldom use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • seldom spell correctly. L.6.2	demonstrates partial command of the conventions of standard English capitalization, punctuation, and spelling when writing: • inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. • inconsistently spells correctly. L.6.2	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: • uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. • spells correctly. L.6.2	demonstrates strong and strategic command of the conventions of standard English capitalization, punctuation, and spelling when writing: • uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. • consistently spells correctly. L.6.2

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	L 6.3	minimally use basic knowledge of language and its conventions when writing, speaking, reading, or listening: • applying minimal variations in sentence patterns for meaning, reader/listener interest, and style. • minimally attempting some consistency in basic style and tone. L 6.3	partially uses knowledge of language and its conventions when writing, speaking, reading, or listening: • sometimes varying simple sentence patterns for meaning, reader/listener interest, and style. • demonstrating some consistency in style and tone. L 6.3	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • varying sentence patterns for meaning, reader/listener interest, and style. • maintaining consistency in style and tone. L 6.3	consistently uses knowledge of language and its conventions when writing, speaking, reading, or listening: • strategically varying sentence patterns for meaning, reader/listener interest, and style. • effectively maintaining consistency in style and tone. L 6.3
Language Use	L 6.4 a-c	minimally determine the meaning of unknown simple multiple-meaning words and phrases by demonstrating minimal use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots to help clarify parts of speech. L 6.4 a, b, and c	determines the meaning of unknown simple multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots to help clarify parts of speech. L 6.4 a, b, and c	determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help clarify parts of speech. L 6.4 a, b, and c	determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help clarify parts of speech. L 6.4 a, b, and c

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand	**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use and Language/ Vocabulary Use	**L 6.5-6**	minimally determine the meaning of simple academic and domain-specific words, minimally interpret simple figures of speech in context, and minimally use relationships between words as a basis for understanding; minimally distinguish among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 6.5 a, b, and c, and L 6.6	determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 6.5 a, b, and c, and L 6.6	determines the meaning of general academic and domain-specific words, interprets figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 6.5 a, b, and c, and L 6.6	determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among abstract connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 6.5 a, b, and c, and L 6.6

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand		**Writing**		
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify Not all bullet points are applicable to all genres of writing.	**W 6.1-3**	• minimally respond to the prompt by presenting a vague and brief position, problem/solution, or main idea. • use minimal or irrelevant details, reasons, and evidence. • organize with minimal structure. Use little reasoning or coherence and omit the introduction or conclusion or may omit the beginning or ending. Seldom use topic sentences or transitions within and/or between paragraphs. • use vague word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly. Use minimal grade-appropriate capitalization, punctuation, and standard English grammar. Seldom use varied and correct sentences. W 6.1, W 6.2, and W 6.3	• partially responds to the prompt by presenting a limited position, problem/solution, or main idea. • uses partially relevant and/or irrelevant details, reasons, and evidence. • organizes with limited structure. Uses partial reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Inconsistently uses topic sentences or transitions within and/or between paragraphs. • uses basic word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Inconsistently uses varied and correct sentences. W 6.1, W 6.2, and W 6.3	• adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea. • uses relevant details, examples, reasons, and evidence in response to the prompt. • demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs. • uses precise and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a vivid picture. • uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. W 6.1, W 6.2, and W 6.3	• effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea. • uses distinct details with precise reasons and relevant evidence in response to the prompt. • presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs. • consistently uses varied, precise, and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a complex picture. • uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. W 6.1, W 6.2, and W 6.3

Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**W 6.4-6**	minimally produce writing in which the development, organization, and style are evident; minimally develop writing with little planning, revising, and editing, including editing for conventions. W 6.4-6	partially produces writing in which the development, organization, and style are appropriate to task, purpose, and audience; partially develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions. W 6.4-6	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions. W 6.4-6	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions. W 6.4-6
Production and Distribution of Writing	**W 6.7-8**	minimally conduct short research projects to answer a simple question, drawing on minimal sources; minimally gather information from multiple sources; minimally paraphrase the conclusions of others while avoiding plagiarism. W 6.7 W 6.8	conducts short research projects to answer a simple question, drawing on limited sources; partially gathers information from multiple sources; partially assesses the credibility of sources as appropriate; partially paraphrases the data and conclusions of others while avoiding plagiarism. W 6.7 W 6.8	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. W 6.7 W 6.8	conducts research projects to answer a complex question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites complex data and conclusions of others while avoiding plagiarism. W 6.7 W 6.8

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LIT/INFO Reading)	**W 6.9**	minimally draw evidence from literary or informational texts to support analysis, reflection, and research: a. minimally apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. minimally apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W 6.9	partially draws evidence from literary or informational texts to support analysis, reflection, and research: a. partially applies grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. partially applies grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W 6.9	draw evidence from literary or informational texts to support analysis, reflection, and research: a. apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W 6.9	draw evidence from literary or informational texts to support analysis, reflection, and research: a. consistently applies grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. consistently applies grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W 6.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Presentation of Knowledge of Ideas	**SL 6.2**	minimally interpret simple information presented in diverse media and formats and minimally explain how it contributes to a topic, text, or issue under study. SL 6.2	interprets simple information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study. SL 6.2	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study. SL 6.2	interprets complex information presented in diverse media and formats and analyzes how it contributes to a topic, text, or issue under study. SL 6.2
Presentation of Knowledge of Ideas	**SL 6.3**	minimally delineate a speaker's argument and simple claims, minimally identify simple claims that are supported by reasons and evidence from claims that are not. SL 6.3	delineates a speaker's argument and simple claims, identifying simple claims that are supported by reasons and evidence from claims that are not. SL 6.3	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL 6.3	delineates a speaker's argument and complex claims, distinguishing complex claims that are supported by reasons and evidence from claims that are not. SL 6.3

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 7.1**	minimally cite several pieces of textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 7.1	partially cites several pieces of textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 7.1	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 7.1	cites multiple pieces of textual evidence to support complex analysis of what the text says explicitly as well as complex inferences from the text. RL. 7.1
Central Ideas	**RL. 7.2**	minimally determine a simple theme or central idea of a text and analyzes its development; minimally provides an objective summary of a text. RL 7.2	determines a simple theme or central idea of a text and analyzes its development; partially provides an objective summary of a text. RL 7.2	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text. RL 7.2	analyzes how a complex theme or central idea develops over a course of a text; uses complex details to provide an objective summary of a text RL 7.2
Characterization / Uses Evidence	**RL 7.3**	minimally identify how particular elements of a story or drama interact. RL 7.3	identifies how particular elements of a story or drama interact. RL 7.3	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL 7.3	provides a complex analysis of how particular complex elements of a story or drama interact.RL 7.3

Reporting Category/Strand			Reading Literature			
Standard			**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**	
Word Meanings and Language Use	**RL 7.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and minimally identifies the impact of repetitious sound (e.g., rhyme and alliteration) on a simple stanza of a poem or simple section of a story or drama. RL 7.4	determines the meaning of simple words and phrases as they are used in a text, including figurative and connotative meanings, and identifies the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4	determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama. RL 7.4	
Text Structures and Features	**RL 7.5**	minimally identify how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL 7.5	identifies how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL 7.5	analyzes how the form, structure, or features of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet). RL 7.5	thoroughly analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL 7.5	
Reasoning and Evidence	**RL 7.6**	minimally identify how an author develops and contrasts the simple/basic points of view of different characters or narrators in a text. RI 7.6	identifies how an author develops and contrasts the simple/basic points of view of different characters or narrators in a text. RL 7.6	analyzes how the author develops and contrasts the points of view of characters and/or the narrator of the text. RL 7.6	provides a complex analysis of how the author develops and contrasts the points of view of characters and/or the narrator of the text. RL 7.6	

Reporting Category/Strand		Reading Literature (cont.)			
Standard		**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 7.7**	minimally compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, identifying the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL 7.7	partially compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, identifying the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL 7.7	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.7	thoroughly compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.7
Analysis Within or Across Texts	**RL 7.9**	minimally compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of identifying how authors of fiction use or alter history. RL 7.9	partially compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of identifying how authors of fiction use or alter history. RL 7.9	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RL 7.9	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of analyzing how authors of fiction use or alter history. RL 7.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Informational Text**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RI 7.1**	minimally cite pieces of textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 7.1	partially cites multiple pieces of textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 7.1	cites multiple pieces of textual evidence to support analysis of what the text says explicitly and when drawing inferences from text. RI 7.1	cites multiple pieces of textual evidence to support analysis of what the text says explicitly as well as complex inferences from the text. RI 7.1

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Central Ideas	RI 7.2	minimally determine two or more stated and simple central ideas of a text and identifies their development over the course of the text; minimally provides an objective summary of the text. RI 7.2	determines two or more stated and simple central ideas of a text and identifies their development over the course of the text; partially provides an objective summary of the text. RI 7.2	determines two or more central ideas of a text and analyzes their development over the course of the text; objectively summarizes the text. RI 7.2	determines two or more central ideas (stated and implied) of a text and analyzes their development over the course of the text; uses clear and selective details to objectively summarize the text. RI 7.2
Analysis Within or Across Texts	RI 7.3	minimally analyze the simple interactions between individuals, events, and ideas in a text. RI 7.3	analyzes the simple interactions between individuals, events, and ideas in a text. RI 7.3	analyzes the interactions between individuals, events, and ideas in a text. RI 7.3	analyzes the complex interactions between individuals, events, and ideas in a text. RI 7.3
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	RI 7.4	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and identify the impact of word choice on meaning and tone. RI 7.4	determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and identifies impact of word choice on meaning and tone. RI 7.4	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. RI 7.4	determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyzes impact of word choice on meaning and tone. RI 7.4
Text Structures and Features	RI 7.5	minimally identify the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.5	identifies the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.5	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI 7.5	analyzes the structure an author uses to organize a complex text, including how the major sections contribute to the whole and to the development of directly stated and implied ideas. RI 7.5
Reasoning and Evidence	RI 7.6	minimally use textual evidence to identify the author's point of view or purpose and minimally analyze how the author distinguishes one position from other positions. RI 7.6	uses limited textual evidence to identify the author's point of view or purpose and partially analyzes how the author distinguishes one position from other positions. RI 7.6	uses textual evidence to determine the author's point of view or purpose and analyzes how the author distinguishes one position from other positions. RI 7.6	uses textual evidence to analyze the author's point of view or purpose, as well as how the author distinguishes one position from other positions. RI 7.6

Reporting Category/Strand		Reading Informational Text (cont.)			
Standard		**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RI 7.7**	minimally compare and contrast a text to an audio, video, or multimedia version of the text, identifying each medium's portrayal of the subject. RI 7.7	partially compares and contrasts a text to an audio, video, or multimedia version of the text, identifying each medium's portrayal of the subject. RI 7.7	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.7	thoroughly compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI 7.7
Reasoning and Evidence	**RI 7.8**	minimally trace and evaluate simple arguments and claims in a text, assessing whether the reasoning is sound, and the supporting evidence is relevant and sufficient. RI 7.8	traces and evaluates simple arguments and claims in a text, assessing whether the reasoning is sound, and the supporting evidence is relevant and sufficient. RI 7.8	traces and evaluates arguments and claims in a text, assessing whether the reasoning is sound, and the supporting evidence is relevant and sufficient. RI 7.8	traces and evaluates complex arguments and claims in a text, assessing whether the reasoning is sound, and the supporting evidence is relevant and sufficient. RI 7.8
Analysis Within or Across Texts	**RI 7.9**	minimally identify how two or more authors writing about the same topic shape their presentations of simple information by describing different simple evidence or advancing different interpretations of simple facts. RI 7.9	identifies how two or more authors writing about the same topic shape their presentations of simple information by describing different simple evidence or advancing different interpretations of simple facts. RI 7.9	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RI 7.9	analyzes how two or more authors writing about the same topic shape their presentations of complex information by emphasizing different complex evidence or advancing different interpretations of facts. RI 7.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**7 L.1 a-c**	demonstrate minimal command of the conventions of standard English grammar and usage when writing or speaking: a. minimally explain the function of simple phrases and clauses in general and their function in specific sentences. b. minimally choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. minimally place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 7.L.1 a, b, c	demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking: a. partially explains the function of phrases and clauses in general and their function in specific sentences. b. partially chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. partially places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 7.L.1 a, b, c	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 7.L.1 a, b, c	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. thoroughly explains the function of complex phrases and clauses in general and evaluates their function in specific sentences. b. consistently chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places complex phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 7.L.1 a, b, c,

Reporting Category/Strand		Language (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	7 L.2 a-c	demonstrate minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. seldom use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. seldom spell correctly. 7 L.2 a and b	demonstrates partial command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. inconsistently spells correctly. 7 L.2 a and b	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly. 7 L.2 a and b	demonstrates strong and strategic command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. consistently uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. consistently spells correctly. 7 L.2 a and b
Language Use	L 7.3	minimally use knowledge of language and its conventions of language when writing, speaking, reading, or listening: a. seldom choose language that expresses ideas without wordiness and redundancy. L 7.3.a	partially uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. inconsistently chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L 7.3.a	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L 7.3.a	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L 7.3.a
Language Use	L 7.4 a-c	demonstrate minimal use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c	demonstrates limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c	demonstrates use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c	demonstrates thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine and understand the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 7.4 a, b, and c

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand	**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use and Language/Vocabulary Use	**L 7.5-6**	minimally determine the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, use relationships between words as a basis for understanding, and distinguish among the obvious connotations of words with similar denotations or shades of meaning (e.g., refined, respectful, polite, diplomatic, condescending). L 7.5 a, b, and c, and L 7.6	determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., refined, respectful, polite, diplomatic, condescending). L 7.5 a, b, and c, and L 7.6	determines the meaning of general academic and domain-specific words, interprets figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the connotations of words with similar denotations or shades of meaning (e.g., refined, respectful, polite, diplomatic, condescending). L 7.5 a, b, and c, and L 7.6	determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the subtle/implied connotations of words with similar denotations or shades of meaning (e.g., refined, respectful, polite, diplomatic, condescending). L 7.5 a, b, and c, and L 7.6

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify Not all bullet points are applicable to all genres of writing.	**W 7.1-3**	• minimally respond to the prompt by presenting a vague and brief position, problem/solution, or main idea. • use minimal or irrelevant details, reasons, and evidence. • organize with minimal structure. Use little reasoning or coherence and omit the introduction or conclusion or may omit the beginning or ending. Seldom use topic sentences or transitions within and/or between paragraphs. • use vague word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly. Use minimal grade-appropriate capitalization, punctuation, and standard English grammar. Seldom use varied and correct sentences. W 7.1, W 7.2, and W 7.3	• partially responds to the prompt by presenting a limited position, problem/solution, or main idea. • uses partially relevant and/or irrelevant details, reasons, and evidence. • organizes with limited structure. Uses partial reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Inconsistently uses topic sentences or transitions within and/or between paragraphs. • uses basic word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Inconsistently uses varied and correct sentences. W 7.1, W 7.2, and W 7.3	• adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea. • uses relevant details, examples, reasons, and evidence in response to the prompt. • demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs. • uses precise and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a vivid picture. • uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. W 7.1, W 7.2, and W 7.3	• effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea. • uses distinct details with precise reasons and relevant evidence in response to the prompt. • presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs. • consistently uses varied, precise, and descriptive word choice to demonstrate engaging style or tone to the intended purpose or audience, or to create a complex picture. • uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. W 7.1, W 7.2, and W 7.3

Reporting Category/Strand		Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**7 W.4-6**	minimally produce clear writing in which the development, organization, and style are evident; minimally develop writing with little planning, revising, and editing, including editing for conventions; editing; minimally demonstrate command of Language standards 1–3 up to and including grade 7; minimally use technology to produce writing and cite sources. 7 W.4-6	partially produces clear writing in which the development, organization, and style are appropriate to task, purpose, and audience; partially develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; editing; partially demonstrates command of Language standards 1–3 up to and including grade 7; partially uses technology to produce writing and cite sources. 7 W.4-6	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and cite sources. 7 W.4-6	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; editing should demonstrate skillful command of Language standards 1–3 up to and including grade 7; thoroughly uses technology to produce writing and cite sources as well as connect ideas efficiently. 7 W.4-6
Production and Distribution of Writing	**7 W.7-8**	minimally conduct short research projects to answer a simple question, drawing on few sources; minimally gather information from multiple sources; minimally paraphrase the conclusions of others while avoiding plagiarism and following a standard format for citation. 7 W.7-8	partially conducts short research projects to answer a simple question, drawing on limited sources; partially gathers information from multiple sources; attempts to assesses the credibility of sources as appropriate; partially paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 7 W.7-8	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 7 W.7-8	thoroughly conducts research projects to answer a complex question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation. 7 W.7-8

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand	**Writing (cont.)**				
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LIT/INFO Reading)	**W 7.9**	minimally draw evidence from literary or informational texts to support analysis, reflection, and research: a. minimally applies grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. minimally applies grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W 7.9	partially draws evidence from literary or informational texts to support analysis, reflection, and research: a. partially applies grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. partially applies grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W 7.9	draw evidence from literary or informational texts to support analysis, reflection, and research: a. applies grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. applies grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W 7.9	draw evidence from literary or informational texts to support analysis, reflection, and research: a. consistently applies grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. consistently applies grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W 7.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Presentation of Knowledge of Ideas	**SL 7.2**	minimally analyze the simple and stated main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and minimally describe how the ideas clarify a topic, text, or issue under study. SL 7.2	analyzes the simple and stated main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes how the ideas clarify a topic, text, or issue under study. SL 7.2	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL 7.2	analyzes the complex main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the complex ideas clarify a topic, text, or issue under study. SL 7.2
Presentation of Knowledge of Ideas	**SL 7.3**	minimally delineate a speaker's argument and simple claims, minimally identify soundness of the reasoning and the relevance and sufficiency of the evidence. SL 7.3	partially delineates a speaker's simple argument and claims, identifying soundness of the reasoning and the relevance and sufficiency of the evidence. SL 7.3	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL 7.3	thoroughly delineates a speaker's argument and complex claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL 7.3

GRADE 8 ELA

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 8.1**	minimally cite the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 8.1	partially cites the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 8.1	cites the textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 8.1	cites the textual evidence that strongly supports a complex analysis of what the text says explicitly as well as inferences and conclusions drawn from the text. RL 8.1
Central Ideas	**RL 8.2**	minimally identify how a stated theme or central idea develops over the course of the text, minimally include how it relates to the characters, setting, and plot; minimally provide an objective summary of the text. RL 8.2	identifies how a stated theme or central idea develops over the course of the text, partially including how it relates to the characters, setting, and plot; partially provides an objective summary of the text. RL 8.2	determines how a theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot; provides an objective summary of the text. RL 8.2	analyzes how an implied theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot; uses clear and selective details to provide an objective summary of the text. RL 8.2
Characterization / Uses Evidence	**RL 8.3**	minimally describe how simple lines of dialogue or incidents in a story or drama propel a simple action, reveal simple aspects of a character, or provoke a simple decision. RL 8.3	describes how simple lines of dialogue or incidents in a story or drama propel a simple action, reveal simple aspects of a character, or provoke a simple decision. RL 8.3	analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL 8.3	provides a complex analysis of how particular lines of dialogue or incidents in a story or drama propel the action, reveal complex aspects of a character, or provoke a complex decision. RL 8.3

Standard		Craft and Structure			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings and Language Use	**RL 8.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including simple figurative and connotative meanings, and minimally analyze the impact of word choice on meaning and tone, including simple analogies or allusions to other texts. RL 8.4	determines the meaning of simple words and phrases as they are used in a text, including simple figurative and connotative meanings, and partially analyzes the impact of word choice on meaning and tone, including simple analogies or allusions to other texts. RL 8.4	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone, including analogies or allusions to other texts. RL 8.4	determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone, including analogies or allusions to other texts. RL 8.4
Text Structures and Features/Analysis Within or Across Texts	**RL 8.5**	minimally compare and contrast the structure, features, and formats of two or more texts and minimally identify how the different structure of each text contributes to its meaning and style. RL 8.5	partially compares and contrasts the structure, features, and formats of two or more texts and identifies how the different structure of each text contributes to its meaning and style. RL 8.5	compares and contrasts the structure, features, and formats of two or more texts and analyzes how the different structure of each text contributes to its meaning and style. RL 8.5	thoroughly compares and contrasts the structure, features, and formats of two or more texts and analyzes how the different structure of each text contributes to its meaning and style. RL 8.5
Reasoning and Evidence	**RL 8.6**	minimally identify how differences in the points of view of the character, audience, or reader create effects (e.g., humor, suspense created through dramatic irony). RL 8.6	identifies how differences in the points of view of the character, audience, or reader create effects (e.g., humor, suspense created through dramatic irony). RL 8.6	analyzes how differences in the points of view of the character, audience, or reader create effects (e.g., humor, suspense created through dramatic irony). RL 8.6	analyzes how differences in the points of view of the character, audience, or reader create multiple effects (e.g., humor, suspense created through dramatic irony). RL 8.6
Standard		Integration of Knowledge and Ideas			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 8.7**	minimally identify the extent to which a film of a story or drama stays faithful to or departs from the text or script, minimally describe the simple choices made by the director or actors. RL 8.7	identifies the extent to which a film of a story or drama stays faithful to or departs from the text or script, describing the simple choices made by the director or actors. RL 8.7	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RL 8.7	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the complex choices made by the director or actors. RL 8.7

Analysis Within or Across Texts	RL 8.9	provide a minimal analysis of how a modern work of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works; minimally describe how the material is rendered new. RL 8.9	provides a limited analysis of how a modern work of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. RL 8.9	provides an analysis of how a modern work of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. RL 8.9	provides an analysis of how multiple modern works of fiction draws upon themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. RL 8.9

Range PLDs
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.

Reporting Category/Strand	**Reading Informational Text**
Standard	**Key Ideas and Details**

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Key Details	RI 8.1	minimally cite the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 8.1	partially cites the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 8.1	cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI 8.1	cites the textual evidence that supports an analysis of what the text says explicitly as well as complex inferences drawn from the text. RI 8.1
Central Ideas	RI 8.2	minimally determine a stated central idea of a text and analyze its development over the course of a text, minimally include its relationship to simple supporting ideas; minimally provide an objective summary of the text. RI 8.2	determines a stated central idea of a text and analyzes its development over the course of a text, partially including its relationship to simple supporting ideas; partially provides an objective summary of the text. RI 8.2	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text. RI 8.2	determines a complex central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; uses clear and selective details to provide an objective summary of the text. RI 8.2
Analysis Within or Across Texts	RI 8.3	minimally analyze simple connections among and distinctions between individuals, events, or ideas in a text, minimally include simple comparisons, analogies, or categories. RI 8.3	analyzes simple connections among and distinctions between individuals, events, or ideas in a text, including simple comparisons, analogies, or categories. RI 8.3	analyzes connections among and distinctions between individuals, events, or ideas in a text, including comparisons, analogies, or categories. RI 8.3	analyzes complex connections among and distinctions between individuals, events, or ideas in a text, including comparisons, analogies, or categories. RI 8.3

Reporting Category/Strand		Reading Informational Text (cont.)			
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**RI 8.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings; minimally identify the impact of word choice on meaning and tone, including analogies and allusions to other texts. RI 8.4	determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings; identifies the impact of word choice on meaning and tone, including analogies and allusions to other texts. RI 8.4	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of word choice on meaning and tone, including analogies and allusions to other texts. RI 8.4	determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of word choice on meaning and tone, including analogies and allusions to other texts. RI 8.4
Text Structures and Features	**RI 8.5**	minimally analyze the structure of a specific paragraph in a text, minimally include the role of simple sentences in developing and refining a key concept. RI 8.5	partially analyzes the structure of a specific paragraph in a text, partially including the role of simple sentences in developing and refining a key concept. RI 8.5	analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI 8.5	thoroughly analyzes in detail the structure of a specific paragraph in a text, including the role of particular/complex sentences in developing and refining a key concept. RI 8.5
Reasoning and Evidence	**RI 8.6**	use minimal textual evidence to identify the author's point of view or purpose and minimally analyze how the author acknowledges/responds to conflicting evidence or viewpoints. RI 8.6	uses limited textual evidence to identify the author's point of view or purpose and partially analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. RI 8.6	uses textual evidence to determine the author's point of view or purpose and analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. RI 8.6	uses textual evidence to analyze the author's point of view or purpose, and thoroughly analyzes how the author acknowledges/responds to conflicting evidence or viewpoints. RI 8.6

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand		**Reading Informational Text (cont.)**		
Standard		**Integration of Knowledge and Ideas**		
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RI 8.7**	minimally identify a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of simple facts or simple interpretations. RI 8.7	identifies a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of simple facts or simple interpretations. RI 8.7	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation. RI 8.7	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of complex facts or interpretations. RI 8.7
Reasoning and Evidence	**RI 8.8**	minimally trace and evaluate simple arguments and claims in a text, minimally assess whether the reasoning is sound and supporting evidence is relevant and sufficient; minimally recognizes irrelevant information. RI 8.8	traces and evaluates simple arguments and claims in a text, partially assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; partially recognizes irrelevant information. RI 8.8	traces and evaluates arguments and claims in a text, assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; recognizes irrelevant information. RI 8.8	traces and evaluates complex arguments and claims in a text, assessing whether the reasoning is sound and supporting evidence is relevant and sufficient; effectively recognizes irrelevant information. RI 8.8
Analysis Within or Across Texts	**RI 8.9**	minimally analyze a situation of simple, conflicting information in two or more texts on the same simple topic to identify where the texts disagree on matters of fact or interpretation. RI 8.9	analyzes a situation of simple, conflicting information in two or more texts on the same topic to identify where the texts disagree on matters of fact or interpretation. RI 8.9	analyzes a situation of conflicting information in two or more texts on the same topic to identify where the texts disagree on matters of fact or interpretation. RI 8.9	analyzes a situation of complex, conflicting information in two or more texts on the same topic to identify where the texts disagree on matters of fact or complex interpretation. RI 8.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 8.1 a-c**	demonstrate minimal command of the conventions of standard English grammar and usage when writing or speaking: a. minimally explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. minimally form and use verbs in the active and passive voice. c. minimally form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. minimally recognize and correct inappropriate shifts in verb voice and mood. L.8.1a, b, and c	demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking: a. partially explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. partially forms and uses verbs in the active and passive voice. c. partially forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. partially recognizes and corrects inappropriate shifts in verb voice and mood. L.8.1, a, b, and c	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. forms and uses verbs in the active and passive voice. c. forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. recognizes and corrects inappropriate shifts in verb voice and mood. L.8.1, a, b, and c	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. thoroughly explains the function of verbals (gerunds, participles, infinitives) in general and their function in complex sentences. b. consistently forms and uses verbs in the active and passive voice. c. expertly forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. consistently recognizes and corrects inappropriate shifts in verb voice and mood. 8.L.1, a, b, and c

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 8.2 a-c**	demonstrate minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. seldom use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. seldom use an ellipsis to indicate an omission. c. seldom spell correctly. L.8.2 a, b, and c	demonstrates partial command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. inconsistently uses an ellipsis to indicate an omission. c. Inconsistently spells correctly. L.8.2 a, b, and c	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. uses an ellipsis to indicate an omission. c. spells correctly. L.8.2 a, b, and c	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. strategically uses punctuation (comma, ellipsis, dash) to indicate a pause or break. b. consistently uses an ellipsis to indicate an omission. c. consistently spells correctly. L.8.2 a, b, and c
Language Use	**L.8.3.a**	minimally use knowledge of language and its conventions when writing, speaking, reading, or listening: a. seldom use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; b. express uncertainty or describing a state contrary to fact). L.8.3.a	demonstrates partial knowledge of language and its conventions when writing, speaking, reading, or listening: a. partially uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.8.3.a	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.8.3.a	uses strong knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L.8.3.a

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L.8.4.a-c**	demonstrate minimal use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c	demonstrates limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c	demonstrates use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c	demonstrates thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c
Language Use/Language and Vocabulary Use	**L 8.5-6**	minimally determine the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, use relationships between words as a basis for understanding, and distinguish among the obvious connotations of words with similar denotations or shades of meaning (e.g., bullheaded, willful, firm, persistent, resolute). L 8.5 a, b, and c, and L 8.6	determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., bullheaded, willful, firm, persistent, resolute). L 8.5 a, b, and c, and L 8.6	determines the meaning of general academic and domain-specific words, interprets figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the connotations of words with similar denotations or shades of meaning (e.g., bullheaded, willful, firm, persistent, resolute). L 8.5 a, b, and c, and L 8.6	determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the implied connotations of words with similar denotations or shades of meaning (e.g., bullheaded, willful, firm, persistent, resolute). L 8.5 a, b, and c, and L 8.6

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify Not all bullet points are applicable to all genres of writing.	**8 W.1-3**	• minimally respond to the prompt by presenting a vague and brief position, problem/solution, or main idea. • use minimal or irrelevant details, reasons, and evidence. • organize with minimal structure. Use little reasoning or coherence and omit the introduction or conclusion or may omit the beginning or ending. Seldom use topic sentences or transitions within and/or between paragraphs. • use vague word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly. Use minimal grade-appropriate capitalization, punctuation, and standard English grammar. Seldom use varied and correct sentences. W 8.1, W 8.2, and W 8.3	• partially responds to the prompt by presenting a limited position, problem/solution, or main idea. • uses partially relevant and/or irrelevant details, reasons, and evidence. • organizes with limited structure. Uses partial reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Inconsistently uses topic sentences or transitions within and/or between paragraphs. • uses basic word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Inconsistently uses varied and correct sentences. W 8.1, W 8.2, and W 8.3	• adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea. • uses relevant details, examples, reasons, and evidence in response to the prompt. • demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs. • uses precise and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a vivid picture. • uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. W 8.1, W 8.2, and W 8.3	• effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea. • uses distinct details with precise reasons and relevant evidence in response to the prompt. • presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs. • consistently uses varied, precise, and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a complex picture. • uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. W 8.1, W 8.2, and W 8.3

Reporting Category/Strand		Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**8 W.4-6**	minimally produce clear writing in which the development, organization, and style are evident; minimally develop writing with little planning, revising, and editing, including edit for conventions; minimally demonstrate command of Language standards 1–3 up to and including grade 8; minimally use technology to produce writing and cite sources. 8 W.4-6	partially produces clear writing in which the development, organization, and style are appropriate to task, purpose, and audience; attempts to develop writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; partially demonstrates command of Language standards 1–3 up to and including grade 8; partially uses technology to produce writing and cite sources. 8 W.4-6	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas efficiently. 8 W.4-6	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; editing should demonstrate skillful command of Language standards 1–3 up to and including grade 8; thoroughly uses technology to produce writing and cite sources as well as connect ideas efficiently. 8 W.4-6
Production and Distribution of Writing	**8 W.7-8**	minimally conduct short research projects to answer a simple question, drawing on few sources; minimally gather information from multiple sources; minimally paraphrase the conclusions of others while avoiding plagiarism and following a standard format for citation. 8 W.7-8	partially conduct short research projects to answer a simple question, drawing on limited sources; partially gather information from multiple sources; attempts to assesses the credibility of sources as appropriate; demonstrates a limited ability to paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 8 W.7-8	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 8 W.7-8	thoroughly conducts research projects to answer a complex question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation. 8 W.7-8

Range PLDs
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.

Reporting Category/Strand	Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**

Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LIT/INFO Reading)	**W 8.9**	minimally draw evidence from literary or informational texts to support analysis, reflection, and research: a. minimally apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. minimally apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). W 8.9	partially draw evidence from literary or informational texts to support analysis, reflection, and research: a. partially applies grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. partially applies grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). W 8.9	draws evidence from literary or informational texts to support analysis, reflection, and research: a. applies grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. applies grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). W 8.9	consistently draws evidence from literary or informational texts to support analysis, reflection, and research: a. consistently applies grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.") b. consistently applies grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). W 8.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Presentation of Knowledge of Ideas	**SL 8.2**	minimally analyze the purpose of simple information presented in diverse media and formats and evaluates basic motive behind its presentation. SL 8.2	analyzes the purpose of simple information presented in diverse media and formats and evaluates the basic motive behind its presentation. SL 8.2	analyzes the purpose of information presented in diverse media and formats and evaluates the motive behind its presentation. SL 8.2	analyzes the purpose of complex and subtle information presented in diverse media and formats and evaluates the motive behind its presentation. SL 8.2
Presentation of Knowledge of Ideas	**SL 8.3**	minimally delineate a speaker's simple argument and simple claims, minimally identify soundness of the reasoning and the relevance and sufficiency of the evidence. SL 8.3	delineates a speaker's simple argument and simple claims, identifying soundness of the reasoning and the relevance and sufficiency of the evidence. SL 8.3	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL 8.3	delineates a speaker's complex argument and complex claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL 8.3

Level	Below Basic	Basic	Proficient	Advanced
Policy PLDs **(Performance Level Descriptors)** General descriptors that provide overall claims about a student's performance in each performance level; used to broadly articulate the goals and rigor for the state's performance standards.	Students performing at the below basic level in English Language Arts have minimal academic performance indicating minimal understanding and little display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the basic level in English Language Arts have marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the proficient level in English Language Arts have satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Students performing at the advanced level in English Language Arts have superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The **below basic** student demonstrates minimal ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student uses minimal textual evidence to demonstrate critical thinking.	The **basic** student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use limited textual evidence to demonstrate critical thinking.	The **proficient** student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The **advanced** student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.

WY-TOPP

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Literature**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	**RL 9-10.1**	minimally cite textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 9-10.1	partially cites the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RL 9-10.1	cites strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 9-10.1	cites strong and thorough textual evidence that supports an analysis of what the text says explicitly as well as complex inferences drawn from the text. RL 9-10.1
Central Ideas	**RL 9-10.2**	minimally identify how a stated theme or central idea develops over the course of the text, minimally include how it emerges and is shaped and refined by simple details; minimally provide an objective summary of the text. RL 9-10.2	identifies how a stated theme or central idea develops over the course of the text, partially identifying how it emerges and is shaped and refined by simple details; partially provides an objective summary of the text. RL 9-10.2	determines a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text. RL 9-10.2	analyzes how an implied theme or central idea develops over the course of the text, including how it emerges and is shaped and refined by complex details; uses clear and selective details to provide an objective summary of the text. RL 9-10.2
Characterization / Uses Evidence	**RL 9-10.3**	minimally identify how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. RL 9-10.3	identifies how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. RL 9-10.3	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. RL 9-10.3	thoroughly analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact subtly or overtly with other characters, and advances a plot or develops a complex theme. RL 9-10.3

Reporting Category/Strand		Reading Literature (cont.)			
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Word Meanings and Language Use	**RL 9-10.4**	minimally determine the meaning of simple words and phrases as they are used in the text, including figurative and connotative meanings; minimally identify the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4	determines the meaning of simple words and phrases as they are used in the text, including figurative and connotative meanings; identifies the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; thoroughly analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4
Text Structures and Features/Analysis Within or Across Texts	**RL 9-10.5**	minimally identify how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL 9-10.5	identifies how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL 9-10.5	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL 9-10.5	thoroughly analyzes how an author's strategic choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL 9-10.5
Reasoning and Evidence	**RL 9-10.6**	minimally identify a particular/simple point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL 9-10.6	identifies a particular/simple point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL 9-10.6	analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL 9-10.6	thoroughly analyzes a particular/complex point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL 9-10.6

Range PLDs				
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.				
Reporting Category/Strand	**Reading Literature (cont.)**			
Standard	**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	**RL 9-10.7**	minimally identify the representation of a subject or a key/simple scene in two different artistic mediums, minimally include what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL 9-10.7	identifies the representation of a subject or a key/simple scene in two different artistic mediums, partially include what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL 9-10.7	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL 9-10.7	thoroughly analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). RL 9-10.7
Analysis Within or Across Texts	**RL 9-10.9**	minimally identify how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL 9-10.9	identifies how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL 9-10.9	analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL 9-10.9	thoroughly analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL 9-10.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Reading Informational Text**			
Standard		**Key Ideas and Details**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Key Details	RI 9-10.1	minimally cite textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 9-10.1	partially cites the textual evidence that supports an analysis of what the text says explicitly as well as simple inferences drawn from the text. RI 9-10.1	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 9-10.1	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as complex inferences drawn from the text. RI 9-10.1
Central Ideas	RI 9-10.2	minimally determine a central idea of a text and analyze its development over the course of the text, minimally include how it emerges and is shaped and refined by obvious details; minimally use simple details to provide an objective summary of the text. RI 9-10.2	partially determines a central idea of a text and analyzes its development over the course of the text, partially include how it emerges and is shaped and refined by specific/simple details; uses simple details to provide an objective summary of the text. RI 9-10.2	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text. RI 9-10.2	thoroughly determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific/complex details; uses clear and selective details to provide an objective summary of the text. RI 9-10.2
Analysis Within or Across Texts	RI 9-10.3	minimally analyzes how the author unfolds an analysis or series of particular/simple ideas or events, minimally include the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI 9-10.3	partially analyzes how the author unfolds an analysis or series of ideas or events, partially include the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI 9-10.3	analyzes 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. RI 9-10.3	thoroughly analyzes how the author unfolds an analysis or series of particular/complex 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. RI 9-10.3

Reporting Category/Strand		Reading Informational Text (cont.)			
Standard		**Craft and Structure**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**RI 9-10.4**	minimally determine the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings; minimally identify the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4	determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings; identifies the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4	determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings; thoroughly analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4
Text Structures and Features	**RI 9-10.5**	minimally analyze how an author's simple ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI 9-10.5	partially analyzes how an author's simple ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI 9-10.5	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI 9-10.5	thoroughly analyzes in detail how an author's ideas or claims are developed and refined by particular/complex sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI 9-10.5
Reasoning and Evidence	**RI 9-10.6**	minimally determine an author's point of view or purpose in a text and minimally identify how an author uses simple rhetoric to advance that point of view or purpose. RI 9-10.6	partially determines an author's point of view or purpose in a text and identifies how an author uses simple rhetoric to advance that point of view or purpose. RI 9-10.6	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose. RI 9-10.6	thoroughly determines an author's point of view or purpose in a text and analyzes how an author uses particular/complex rhetoric to advance that point of view or purpose. RI 9-10.6

Reporting Category/Strand		Reading Informational Text (cont.)			
Standard		**Integration of Knowledge and Ideas**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Text Structures and Features	RI 9-10.7	minimally analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), minimally determine which particular/simple details are emphasized in each account. RI 9-10.7	partially analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), partially determine which particular/simple details are emphasized in each account. RI 9-10.7	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI 9-10.7	thoroughly analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which particular/complex details are emphasized in each account. RI 9-10.7
Reasoning and Evidence	RI 9-10.8	minimally delineate and evaluate the simple argument and simple claims in a text, minimally assess whether the reasoning is valid, and the evidence is relevant and sufficient; minimally identify false statements and fallacious reasoning. RI 9-10.8	partially delineates and evaluates the simple argument and simple claims in a text, partially assessing whether the reasoning is valid, and the evidence is relevant and sufficient; partially identifies false statements and fallacious reasoning. RI 9-10.8	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning. RI 9-10.8	thoroughly delineates and evaluates the argument and specific/complex claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient; effectively identifies false statements and fallacious reasoning. RI 9-10.8
Analysis Within or Across Texts	RI 9-10.9	minimally analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related simple or particular themes and concepts. RI 9-10.9	partially analyzes seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related simple or particular themes and concepts. RI 9-10.9	analyzes seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. RI 9-10.9	thoroughly analyzes seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related complex themes and concepts. RI 9-10.9

Range PLDs
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.

Reporting Category/Strand		Language			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L.9-10.1 a-b**	demonstrate minimal command of the conventions of standard English grammar and usage when writing or speaking: a. seldom use parallel structure. b. minimally use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to add interest to writing or presentations. L.9-10.1 a and b	demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking: a. inconsistently uses parallel structure. b. inconsistently uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meanings and add interest to writing or presentations. L.9-10.1 a and b	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. uses parallel structure. b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. L.9-10.1 a and b	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. consistently uses parallel structure. b. effectively uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations. L.9-10.1 a and b
Language Use	**L 9-10.2.a-b**	demonstrate minimal command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently use a semicolon to link two or more closely related independent clauses. b. inconsistently use a colon to introduce a list or quotation. c. seldom spell correctly. L9-10.2 a and b	demonstrates partial command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses a semicolon to link two or more closely related independent clauses. b. inconsistently uses a colon to introduce a list or quotation. c. inconsistently spells correctly. L9-10.2 and b	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a semicolon to link two or more closely related independent clauses. b. uses a colon to introduce a list or quotation. c. spells correctly. L9-10.2 a and b	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. consistently uses a semicolon to link two or more closely related independent clauses. b. consistently uses a colon to introduce a list or quotation. c. consistently spells correctly. L9-10.2 a and b

Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use	**L 9-10.3**	minimally apply knowledge of language to understand how language functions in simple contexts, to make simple/effective choices for meaning or style, and to comprehend more fully when reading or listening. Minimally write and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L 9-10.3	partially applies knowledge of language to understand how language functions in simple contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Partially writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L 9-10.3	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L 9-10.3	consistently applies strong knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Consistently writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. L 9-10.3
Language Use	**L 9-10.4**	minimally determine and clarify the meaning of simple unknown or multiple-meaning grade level words by using context clues within the text; minimally identify and use patterns of word changes that indicate different meanings or parts of speech; seldom consult general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or minimally verify the preliminary determination of the meaning of a simple word or phrase. L 9-10.4	determines and clarifies the meaning of simple unknown or multiple-meaning grade level words by using context clues within the text; partially identifies and uses patterns of word changes that indicate different meanings or parts of speech; inconsistently consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or partially verifies the preliminary determination of the meaning of a simple word or phrase. L 9-10.4	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the preliminary determination of the meaning of a word or phrase. L 9-10.4	determines and clarifies the meaning of complex unknown or multiple-meaning grade level words by using context clues within the text; consistently identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consistently consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the preliminary determination of the meaning of a complex word or phrase. L 9-10.4

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Language (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Language Use/Language and Vocabulary Use	**L 9-10.5-6**	demonstrate minimal understanding of figurative language, word relationships, and nuances in word meanings: a. minimally interpret figures of speech in context and analyzes their role in texts. b. minimally analyze nuances in the meaning of words with similar denotations. L 9-10.5-6	demonstrates partial understanding of figurative language, word relationships, and nuances in word meanings: a. partially interprets figures of speech in context and analyzes their role in texts. b. partially analyzes nuances in the meaning of words with similar denotations. L 9-10.5-6	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech in context and analyzes their role in texts. b. analyzes nuances in the meaning of words with similar denotations. L 9-10.5-6	demonstrates strong understanding of figurative language, word relationships, and nuances in word meanings: a. thoroughly interprets figures of speech in context and analyzes their role in texts. b. thoroughly analyzes nuances in the meaning of words with similar denotations. L 9-10.5-6

Range PLDs					
Range PLDs Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Write/Revise Brief Texts (Argumentative, Informative, Narrative), Edit/Clarify Not all bullet points are applicable to all genres of writing.	**W 9-10.1-3**	• minimally respond to the prompt by presenting a vague and brief position, problem/solution, or main idea. • use minimal or irrelevant details, reasons, and evidence. • organize with minimal structure. Use little reasoning or coherence and omit the introduction or conclusion or may omit the beginning or ending. Seldom use topic sentences or transitions within and/or between paragraphs. • use vague word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • use minimal grade-appropriate writing mechanics. Seldom spell common words correctly. Use minimal grade-appropriate capitalization, punctuation, and standard English grammar. Seldom use varied and correct sentences. W9-10 1-3	• partially responds to the prompt by presenting a limited position, problem/solution, or main idea. • uses partially relevant and/or irrelevant details, reasons, and evidence. • organizes with limited structure. Uses partial reasoning or coherence and may omit the introduction or conclusion or may omit the beginning or ending. Inconsistently uses topic sentences or transitions within and/or between paragraphs. • uses basic word choice to demonstrate limited style or tone to the intended purpose or audience, or to create a vivid picture. • uses limited grade-appropriate writing mechanics. Inconsistently spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Inconsistently uses varied and correct sentences. W9-10 1-3	• adequately responds to the topic raised in the prompt by presenting a position, problem/solution, or main idea. • uses relevant details, examples, reasons, and evidence in response to the prompt. • demonstrates a general progression of ideas with ordered paragraphs that include an introduction, body, and conclusion, or beginning, middle, and end. Uses topic sentences and transitions within and/or between paragraphs. • uses precise and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a vivid picture. • uses grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied and mostly correct sentences. W9-10 1-3	• effectively responds to the topic raised in the prompt by presenting a clear and focused position, problem/solution, or main idea. • uses distinct details with precise reasons and relevant evidence in response to the prompt. • presents a logical and coherent progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion and/or beginning, middle, and end. Skillfully uses topic sentences and transitions within or between paragraphs. • consistently uses varied, precise, and descriptive word choice to demonstrate style or tone to the intended purpose or audience, or to create a complex picture. • uses sophisticated writing mechanics, including spelling and standard English grammar with few or no errors. Consistently uses a variety of correct sentences. W9-10 1-3

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	**9-10.W.4-6**	minimally produce clear and coherent writing in which the development, organization, and style are minimally appropriate to task, purpose, and audience: • minimally develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, minimally focus on addressing what is significant for a specific purpose and audience. • seldom uses technology, including the Internet, to produce, publish, and update individual or shared writing products minimally take advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.4-6	Partially produces clear and coherent writing in which the development, organization, and style are partially appropriate to task, purpose, and audience: • partially develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, partially focusing on addressing what is significant for a specific purpose and audience. •inconsistently uses technology, including the Internet, to produce, publish, and update individual or shared writing products partially taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.4-6	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience: • develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • uses technology, including the Internet, to produce, publish, and update individual or shared writing products taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.4-6	thoroughly produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience: • consistently develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. • consistently uses technology, including the Internet, to produce, publish, and update individual or shared writing products consistently taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.4-6

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Writing (cont.)**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Production and Distribution of Writing	9-10.W.7	minimally conduct short as well as more sustained research projects to answer a simple question (including a simple self-generated question) or solve a problem; seldom narrow or broaden the inquiry when appropriate; minimally synthesize multiple sources on the subject, demonstrating minimal understanding of the subject under investigation. 9-10.W.7	partially conducts short as well as more sustained research projects to answer a simple question (including a simple self-generated question) or solve a problem; inconsistently narrows or broadens the inquiry when appropriate; partially synthesizes multiple sources on the subject, demonstrating partial understanding of the subject under investigation. 9-10.W.7	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.W.7	thoroughly conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a problem; effectively narrows or broadens the inquiry when appropriate; consistently synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation. 9-10.W.7
Production and Distribution of Writing	9-10.W.8	minimally gather relevant information from multiple authoritative print and digital sources, minimally use advanced searches; seldom assess the usefulness of each source in answering the research question; minimally integrate information into the text selectively to maintain the flow of ideas, minimally avoid plagiarism and following a standard format for citation. 9-10.W.8	partially gathers relevant information from multiple authoritative print and digital sources, partially using advanced searches; partially assesses the usefulness of each source in answering the research question; inconsistently integrates information into the text selectively to maintain the flow of ideas, partially avoiding plagiarism and following a standard format for citation. 9-10.W.8	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.W.8	effectively gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; thoroughly assesses the usefulness of each source in answering the research question; consistently integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.W.8

Range PLDs			
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.			

Reporting Category/Strand	Writing (cont.)			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**

Cluster:	Benchmark:	The Below Basic student may be able to:	The Basic student:	The Proficient student:	The Advanced student:
Draw Evidence from Informational or Literary Text, Edit/Clarify, and Key Details (LIT/INFO Reading)	**W 9-10.9**	minimally draw evidence from literary or informational texts to support analysis, reflection, and research: a. minimally apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. minimally apply grades 9–10 Reading standards to literary nonfiction (e.g., "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")." W 9-10.9	partially draws evidence from literary or informational texts to support analysis, reflection, and research: a. partially applies grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. partially applies grades 9–10 Reading standards to literary nonfiction (e.g., "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"). W 9-10.9	draws evidence from literary or informational texts to support analysis, reflection, and research: a. apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. apply grades 9–10 Reading standards to literary nonfiction (e.g., "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"). W 9-10.9	consistently draws evidence from literary or informational texts to support analysis, reflection, and research: a. consistently applies grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. consistently applies grades 9–10 Reading standards to literary nonfiction (e.g., "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") .W 9-10.9

Range PLDs					
Describes the expectations for students across each standard and proficiency level; reflects the knowledge, skills, and processes that are expected of students.					
Reporting Category/Strand		**Speaking and Listening**			
Cluster:	**Benchmark:**	**The Below Basic student may be able to:**	**The Basic student:**	**The Proficient student:**	**The Advanced student:**
Presentation of Knowledge of Ideas	SL 9-10.2	minimally integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), minimally evaluate the credibility and accuracy of each source. SL.9-10.2	partially integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), partially evaluating the credibility and accuracy of each source. SL.9-10.2	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. SL.9-10.2	consistently integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. SL.9-10.2
Presentation of Knowledge of Ideas	SL 9-10.3	minimally evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, minimally identify any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.3	partially evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, partially identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.3	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.3	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. SL.9-10.3