

OSAS English Language Arts (ELA) Achievement Level Descriptors for Overall Performance

Achievement level descriptors provide high level statements about what students in a particular grade level who perform at each achievement level are able demonstrate about their learning. To use this table locate your student's grade level when tested and their overall achievement level or score range.

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---------|--|---|---|---|
| | Scores below 2367 | Scores from 2367 to 2431 | Scores from 2432 to 2489 | Scores above 2489 |
| Grade 3 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; investigate a topic by conducting short, simple research projects; locate information and cite evidence to support ideas. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct short, simple research projects to investigate a topic and locate information and cite evidence to support ideas. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct short, simple research projects to investigate a topic and locate information and cite evidence to support ideas. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; conduct short, simple research projects to investigate a topic and locate information and cite evidence to support ideas. |
| | Scores below 2416 | Scores from 2416 to 2472 | Scores from 2473 to 2532 | Scores above 2532 |
| Grade 4 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas and opinions. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas and opinions. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas and opinions. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas and opinions. |
| | Scores below 2442 | Scores from 2442 to 2501 | Scores from 2502 to 2581 | Scores above 2581 |
| Grade 5 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct simple research to investigate a topic and locate information and cite evidence to support ideas. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. |
| | Scores below 2457 | Scores from 2457 to 2530 | Scores from 2531 to 2617 | Scores above 2617 |
| Grade 6 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate information and cite evidence to support ideas. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; conduct short research projects to investigate a topic and locate multiple sources of information to cite evidence to support ideas. |

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| | Level 1 | Level 2 | Level 3 | Level 4 |
|----------|--|---|---|---|
| | Scores below 2479 | Scores from 2479 to 2551 | Scores from 2552 to 2648 | Scores above 2648 |
| Grade 7 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; use research/inquiry methods to produce an exploration of a topic. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; use research/inquiry methods to gather credible, accurate information from multiple sources to produce an exploration of a topic. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; use research/inquiry methods to gather credible, accurate information from multiple sources to produce an exploration of a topic. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; use research/inquiry methods to gather credible, accurate information from multiple sources to produce an exploration of a topic. |
| | Scores below 2487 | Scores from 2487 to 2566 | Scores from 2567 to 2667 | Scores above 2667 |
| Grade 8 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; use research/inquiry methods to gather relevant information from multiple sources to produce an exploration of a topic. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; use research/inquiry methods to gather, analyze and integrate relevant information from multiple sources to produce an exploration of a topic. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; use research/inquiry methods to gather, analyze and integrate relevant information from multiple sources to produce an exploration of a topic. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; use research/inquiry methods to gather, analyze and integrate relevant information from multiple sources to produce an exploration of a topic. |
| | Scores below 2493 | Scores from 2493 to 2582 | Scores from 2583 to 2681 | Scores above 2681 |
| Grade 11 | A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate information from sources. | A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate accurate and relevant information from multiple sources. | A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate accurate, relevant and complete information from multiple sources. | A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; integrate accurate, relevant and complete information from multiple sources in a persuasive and sustained exploration of a topic. |