



Grade 3 Colorado Spanish Language Arts (CSLA) Performance Level Descriptors

Performance level descriptors (PLDs) outline the knowledge, skills, and abilities possessed by a typical student in each performance level. The PLDs for the Colorado Spanish Language Arts (CSLA) assessment are based on the CMAS PARCC Consortium's English Language Arts (ELA) PLDs (©2015 PARCC Inc.). This interpretation of the CMAS PARCC ELA PLDs is designed to help educators and parents understand the CSLA assessment results.

Performance Level	Level of Text Complexity ¹	Range of Accuracy ²	Quality of Evidence ³
5	Very Complex Moderately Complex Readily Accessible	Mostly Accurate Mostly Accurate Accurate	Explicit Explicit Explicit
4	Very Complex Moderately Complex Readily Accessible	Generally Accurate Generally accurate Mostly Accurate	Explicit Explicit Explicit
3	Very Complex Moderately Complex Readily Accessible	Minimally Accurate Generally accurate Mostly Accurate	Explicit Explicit Explicit
2	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally accurate Partially accurate	Explicit Explicit Explicit

1. Text Complexity

The complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, CMAS PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (<http://www.corestandards.org/ELA-Literacy>) and Appendix B (<http://www.corestandards.org/ELA-Literacy>).

CMAS PARCC and CSLA use two components for determining text complexity for **all** passages:

- CMAS PARCC uses two quantitative text complexity measures (Reading Maturity Metric and Lexile) to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level. At the time initial CSLA passages were being developed, quantitative text complexity measures were not available in Spanish. The initial CSLA passages were analyzed for text complexity by Spanish content experts then evaluated and approved for grade-level placement by Colorado educators proficient in Spanish and bilingual education practices.
- Text Analysis Worksheets (<http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.



2. Range of Accuracy

There are two types of items on the CSLA assessments: Evidence-Based Selected Response (EBSR) and Prose-Constructed Response (PCR) items. For EBSR items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). These items offer opportunities for students to receive partial credit based on the range of accuracy. For PCR items, CSLA uses the CMAS PARCC scoring rubrics accommodated for Spanish that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The CSLA assessment Performance Level Descriptors (PLDs) describe five levels of accuracy at grades 3-4 that are determined using the reading data collected through EBSR and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding.

Partially accurate – The student is able to accurately state the gist of the text(s) but is unable to state some of the key or supporting details with accuracy. The student is partially able to connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates partial understanding.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students “read closely to determine what the text says explicitly and to make logical inferences from it” and “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.



Grade 3 Colorado Spanish Language Arts (CSLA) Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Literary Evidence Table http://www.parconline.org/assessments/test-design/ela-literacy/test-specifications-documents	See Informational Evidence Table http://www.parconline.org/assessments/test-design/ela-literacy/test-specifications-documents	See Vocabulary Evidence Table http://www.parconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 exceeds expectations for the assessed standards.	A student who achieves at Level 4 meets expectations for the assessed standards.	A student who achieves at Level 3 approaches expectations for the assessed standards.	A student who achieves at Level 2 partially meets expectations for the assessed standards.
<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when asking and/or answering questions, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when asking and/or answering questions, showing <u>general</u> understanding of the text when referring to explicit details and examples in the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the <u>ability</u> to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>generally accurate</u> when asking and/or answering questions, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. 	<p>In reading, the pattern exhibited by student responses indicates:</p> <ul style="list-style-type: none"> With <u>very complex text</u>, students demonstrate the <u>inability</u> to ask or answer questions, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. With <u>readily accessible text</u>, students demonstrate the ability to be <u>partially accurate</u> when asking and/or answering questions, showing <u>partial</u> understanding of the text when referring to explicit details and examples in the text.



Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Writing Evidence Table http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 exceeds expectations for the assessed standards.	A student who achieves at Level 4 meets expectations for the assessed standards.	A student who achieves at Level 3 approaches expectations for the assessed standards.	A student who achieves at Level 2 partially meets expectations for the assessed standards.
<p>In writing, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating <u>purposeful</u> and <u>controlled</u> organization.</p> <p>The student:</p> <ul style="list-style-type: none"> ● Provides effective development of the topic and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is appropriate to the task and purpose. ● Demonstrates purposeful organization that includes an introduction and/or conclusion. ● Effectively uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. 	<p>In writing, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating <u>purposeful</u> and <u>mostly controlled</u> organization.</p> <p>The student:</p> <ul style="list-style-type: none"> ● Develops the topic and/or narrative elements using reasoning, details, text-based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task and purpose. ● Demonstrates purposeful organization that is mostly controlled and may include an introduction and/or conclusion. ● Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. 	<p>In writing, students address the prompts and provide <u>basic</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>sometimes is controlled</u>.</p> <p>The student:</p> <ul style="list-style-type: none"> ● Develops the topic and/or narrative elements using some reasoning, details, text-based evidence, and/or description. ● Demonstrates some organization. ● Includes some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed. 	<p>In writing, students address the prompts and provide <u>minimal</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>often is not controlled</u>.</p> <p>The student:</p> <ul style="list-style-type: none"> ● Provides minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal organization. ● Includes minimal linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.



Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	See Writing Evidence Table http://www.parconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Level 5	Level 4	Level 3	Level 2
A student who achieves at Level 5 exceeds expectations for the assessed standards.	A student who achieves at Level 4 meets expectations for the assessed standards.	A student who achieves at Level 3 approaches expectations for the assessed standards.	A student who achieves at Level 2 partially meets expectations for the assessed standards.
In writing , students demonstrate <u>full</u> command of the conventions of Standard Spanish consistent with edited writing. There <u>may be some errors</u> in grammar and usage, but overall meaning is clear.	In writing , students demonstrate command of the conventions of Standard Spanish consistent with edited writing. There are <u>errors</u> in grammar and usage that <u>may occasionally impede</u> understanding.	In writing , students demonstrate <u>basic</u> command of the conventions of Standard Spanish consistent with edited writing. There are <u>few patterns of errors</u> in grammar and usage that <u>impede</u> understanding, demonstrating <u>partial</u> control over language.	In writing , students demonstrate <u>minimal</u> command of the conventions of Standard Spanish consistent with edited writing. There are <u>patterns of errors</u> in grammar and usage that <u>impede</u> understanding, demonstrating <u>minimal</u> control over language.