Connecticut Alternate Assessment:

Individual Student Report Performance Literals English Language Arts/Literacy

Cambium Assessment

Purpose

This document is intended as a resource to district and school personnel. The Individual Student Report Performance Literals in English Language Arts/Literacy provide the description of each of the 4 performance levels shared on the paper version of the Connecticut Alternate Assessment (CTAA) Individual Student Reports. These reports were provided to eligible students with significant cognitive disabilities who participated in administration of the CTAA. The CTAA Individual Student Report Performance Level Literals are limited descriptions of the grade specific alternate assessment skills students receiving these levels can demonstrate. More in-depth descriptions can be found in the CTAA English Language Arts/Literacy Performance Level Descriptors and the 2017 Guide for CTAA Score Report Interpretation.

ELA/Literacy Grade 3

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify topic, characters, settings, and details, and define the meaning of words (nouns); use brief informational text with simple sentences to identify topic, title, captions, headings, and illustrations related to a topic, and identify the meaning of words (nouns); develop explanatory text by identifying a statement related to an everyday topic.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea of a text with details, and use content to define multiple meaning words; identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle); develop an explanatory text by identifying a category related to a set of facts and develop a story by identifying beginning, middle, and end.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words; identify grade level words; develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words; identify grade level words; develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

ELA/Literacy Grade 4

Level 1

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify topics, characters, details, and define words often used in written texts and use context to define multiple meaning words; use brief informational text with simple sentences to identify topic, charts, graphs, diagrams, and timelines, and use context to define multiple meaning words; develop explanatory text by identifying a concluding sentence.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to identify the theme and supporting details, use details to describe character traits, answer questions about what the text says; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the main idea, locate and use information in graphs, charts, diagrams, or timelines to answer questions, and use context to define multiple meanings of words; identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle); develop explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify the theme and supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words; identify grade level words; develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to determine the theme and identify supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in texts, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words; identify grade level words; develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.

ELA/Literacy Grade 5

Level 1
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify an event from the beginning of the text, characters, settings, events, and details; use brief informational text with simple sentences to identify topic, main idea, and differences about information in two sentences; develop explanatory text by identifying a category related to a set of nouns.

Level 2
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, compare characters, settings, and events, summarize a text, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the main idea and supporting details, use details from the text to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and develop a story by identifying beginning, middle, and end.

Level 3
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

Level 4
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

ELA/Literacy Grade 6

Level 1
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify characters, events, and details, and use context to define multiple meaning words; use brief informational text with simple sentences to identify topics, facts, main ideas, a description of individuals or events, and define words often used in written texts; develop a story by identifying a sequence of events presented in order.

Level 2
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to answer questions and identify details that develop key ideas; develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to answer questions about what the text says, identify text details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information from different texts, and use subject-specific words accurately in sentences; develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information in different texts, and use subject-specific words accurately in sentences; develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

ELA/Literacy Grade 7

Level 1
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify themes and inferences and use context to define words; use brief informational text with simple sentences to identify a conclusion, a claim an author makes, compare and contrast two statements related to the same topic, and use context to define words; develop a story by identifying a picture that includes an event described in the text.

Level 2
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to answer questions and identify details to support themes and inferences; use brief informational texts with clear ideas and simple and compound sentences to identify the relationship between events or individuals in a text and use evidence from the text to support an author's claim; develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases; develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases; develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

ELA/Literacy Grade 8

Level 1
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify theme, inferences, and use context to define multiple meaning words; use brief informational text with simple sentences to identify a fact related to an argument, a similar topic in two informational texts, and define words often used in written texts; develop an argument by identifying a writer's opinion.

Level 2
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to identify details to support a conclusion, a portion of text which contains specific information, and identify how theme is developed, and use context to define words and phrases; use brief informational texts with clear ideas and simple and compound sentences to identify an inference, the portion of text which contains specific information, an argument the author makes, and where two texts present different interpretations of facts, and use subject-specific words or phrases accurately; develop an argument by identifying an idea relevant to a claim and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts present different interpretations of facts, and use subject-specific words and phrases accurately; develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts present different interpretations of facts, and use subject-specific words and phrases accurately; develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

ELA/Literacy Grade 11

Level 1
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary text with simple sentences to identify a summary of a text, events, identify a word used to describe a person, place, thing, action or event, and use context to define words; use brief informational text with simple sentences to identify central idea, facts, what an author tells about a topic; and a word used to describe a person, place, thing, action or event, and use context to define words; develop an explanatory text by identifying information which is or is not related to the topic.

Level 2
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use brief informational texts with clear ideas and simple and compound sentences to identify details that develop central idea, identify conclusions and author's point of view, and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by grouping information and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 3
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 4
Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.