

New York State Testing Program
Next Generation Regents Examination
in
English Language Arts
Performance Level Descriptions
Fall 2024



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

English Language Arts Performance Level Descriptions

Performance level descriptions (PLDs) help communicate to students, families, educators, and the public the specific knowledge and skills expected of students when they demonstrate proficiency of a learning standard. The PLDs serve several purposes in classroom instruction and assessment. They are the foundation of rich discussion around what students need to do to perform at higher levels and to explain the progression of learning within a subject area. PLDs are also crucial in explaining student performance on the NYS assessments since they make a connection between the scale score, the performance level, and specific knowledge and skills typically demonstrated at that level.

Policy Definitions of Performance Levels

For each subject area, students perform along a continuum of the knowledge and skills necessary to meet the demands of the Next Generation Learning Standards for English Language Arts. There are students who meet the expectations of the standards with distinction, students who fully meet the expectations, students who minimally meet the expectations, students who partially meet the expectations, and students who do not demonstrate sufficient knowledge or skills required for any performance level. New York State assessments are designed to classify student performance into one of five levels based on the knowledge and skills the student has demonstrated.

| NYS Level 5 | NYS Level 4 | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|---|---|--|---|--|
| Students performing at this level meet the expectations of the English Language Arts Learning Standards with distinction. | Students performing at this level fully meet the expectations of the English Language Arts Learning Standards. They are likely prepared to succeed in the next level of coursework. | Students performing at this level minimally meet the expectations of the English Language Arts Learning Standards. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework. | Students performing at this level partially meet the expectations of the English Language Arts Learning Standards. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework. | Students performing at this level demonstrate knowledge, skills, and practices embodied by the English Language Arts Learning Standards below that of Level 2. |

How were the PLDs developed?

Following best practice for the development of PLDs, the number of performance levels and their definitions were specified prior to the articulation of the full descriptions. The New York State Education Department convened a group of NYS English Language Arts educators to develop the initial draft PLDs for the Regents Examination in English Language Arts. In developing PLDs, participants considered policy definitions of the performance level and the knowledge and skill expectations for each grade level in the applicable Next Generation ELA Learning Standards. Once they established the appropriate knowledge and skills from a particular standard for NYS Level 4 (fully meet), panelists worked together to parse the knowledge and skills across the other performance levels in such a way that the progression of the knowledge and skills was clearly seen moving from Level 2 to Level 5. This process was repeated for all the standards assessed by the examination. The draft PLDs then went through additional rounds of review and edits from a number of NYS-certified educators, content specialists, and assessment experts under NYSED supervision.

How can the PLDs be used by Educators and in Instruction?

The PLDs should be used as a guidance document to show the overall continuum of learning of the knowledge and skills from the Learning Standards. NYSED encourages the use of the PLDs for a variety of purposes, including differentiating instruction to maximize individual student outcomes, creating formative classroom assessments and rubrics to help identify target performance levels for individual or groups of students, and tracking student growth along the proficiency continuum as described by the PLDs. The knowledge and skills shown in the PLDs describe *typical* performance and progression; however, the order in which students will demonstrate the knowledge and skills within and between performance levels may be staggered (i.e., a student who predominantly demonstrates Level 3 knowledge and skills may simultaneously demonstrate certain knowledge and skills indicative of Level 4).

How are the PLDs used in Assessment?

PLDs are essential in setting performance standards (i.e., “cut scores”) for New York State assessments. Standard setting panelists use PLDs to determine the expectations for students to demonstrate the knowledge and skills necessary to *just barely* attain a Level 2, Level 3, Level 4, or Level 5 on the assessment. These skills and knowledge drive discussions that influence the panelists as they recommend the cut scores on the assessment. PLDs are also used in question development. Question writers are assigned to write questions that draw on the specific knowledge and skills from a PLD. This ensures that each test has questions that measure student performance all along the continuum. Teachers can use the PLDs in the same manner when developing both formative and summative classroom assessments. Tasks that require students to demonstrate knowledge and skills from the PLDs can be tied back to the performance level with which the PLD is associated, providing the teacher with feedback about students’ progress as well as a wealth of other skills that students are likely able to demonstrate (or can aspire to in the case of the next-highest PLD)

PLEASE NOTE: For the 11-12 grade band standards, RI and RL are included to show how the standard applies to either reading informational (RI) or literary texts (RL), or both (RI&RL).

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| Anchor Standard | Standard | NYS Level 5 | NYS Level 4 | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|---|--|--|---|--|---|---|
| READING 1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (NG R1) | 11-12 READING 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. Develop questions for deeper understanding and for further exploration. * (RI&RL) | Cite strategically chosen textual evidence that supports an intricate, in-depth analysis of what a text says, as well as makes sophisticated inferences drawn from the text, extensively clarifying ambiguity in the text. | Cite thorough textual evidence, that consistently supports a detailed analysis of what a text says, as well as makes inferences drawn from the text, specifically clarifying ambiguity in the text. | Cite basic, textual evidence, that generally supports a surface-level analysis of what a text says, as well as makes emerging inferences drawn from the text, inconsistently clarifying ambiguity in the text. | Cite evidence that may partially support a limited analysis of what a text says explicitly. | May attempt a minimal analysis of a text. |

* Reader questioning is not explicitly measured by the Regents Examination in English Language Arts but is accepted as an integral part of the reading process.

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|---|--|--|--|---|---|---|
| READING 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (NG R2) | 11-12 READING 2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL) | Determine two or more sophisticated themes or central ideas with an intricate analysis of their development over the course of the text, including how they emerge and are shaped and elaborately refined by well-chosen and intricate details; provide a highly detailed and elaborate summary of the text. | Determine two or more thoroughly developed themes or central ideas with a detailed analysis of their development over the course of the text, including how they emerge and are shaped and refined by specific details; provide a detailed and specific summary of the text. | Determine one or more clear and basic themes or central ideas with a surface-level, emerging analysis of their development over the course of the text; provide a basic and accurate summary of the text. | Determine a limited, partially developed, or incomplete theme or central idea; provide an incomplete summary of the text. | May attempt an inaccurate theme or central idea; may provide an inaccurate summary of the text. |

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|--|---|---|---|--|---|---|
| <p>READING 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (NG R3)</p> | <p>11-12 READING 3: In literary texts, analyze the impact of author’s choices. (RL)</p> | <p>Provide an intricate, sophisticated analysis of the impact of the author’s choices.</p> | <p>Provide a thorough, detailed and specific analysis of the impact of the author’s choices.</p> | <p>Provide a basic and accurate, surface-level analysis of author’s choices.</p> | <p>Provide a limited, partially developed analysis of mixed accuracy of author’s choices.</p> | <p>May provide a completely inaccurate discussion of author’s choices, or brief/incomplete information without analysis.</p> |
| | <p>In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> | <p>Provide an elaborately detailed and sophisticated analysis of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of an informational text.</p> | <p>Provide a thorough and specific analysis of a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of an informational text.</p> | <p>Provide a basic and accurate, surface-level analysis of a complex set of ideas or sequence of events and explain how individuals, ideas, or events interact and develop over the course of an informational text.</p> | <p>Provide a limited analysis or discussion of mixed accuracy of a simple set of ideas or sequence of events and a partial explanation of how individuals, ideas, or events interact and develop.</p> | <p>May provide an insufficient or inaccurate analysis of a simple set of ideas or sequence of events and a minimal or inaccurate explanation of how individuals, ideas, or events interact and develop.</p> |

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| <p>READING 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (NG R4)</p> | <p>11-12 READING 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)</p> | <p>Determine with precision and detail the meaning of all grade-level and above words and phrases as they are used in a text, including figurative and connotative meanings; provide a detailed and sophisticated analysis of the impact of specific word choices on meaning and tone, including words with multiple meanings; provide a detailed and intricate analysis of how an author uses and refines the meaning of a key term or key terms over the course of a text.</p> | <p>Determine the meaning of most grade-level and above words and phrases as they are used in a text, including figurative and connotative meanings; provide a thorough analysis of the specific word choices on meaning and tone, including words with multiple meanings; provide a thorough analysis of how an author uses and refines the meaning of a key term or key terms over the course of a text.</p> | <p>Determine the meaning of some grade-level and above words and phrases as they are used in a text, sometimes including figurative and connotative meanings; provide a basic, surface-level analysis of the impact of specific word choices on meaning and tone, including words with multiple meanings; provide an emerging analysis of how an author uses and applies the meaning of a key term or key terms over the course of a text.</p> | <p>Determine the meaning of grade-level and below words and phrases with varying accuracy as they are used in a text, provided that text language clearly provides explicit, synonymous words or in-context definitions.</p> <p>May provide a limited analysis of the impact of specific word choices on meaning and tone; provide a limited analysis of how an author uses the meaning of a key term or key terms over the course of a text.</p> | <p>May determine the meaning of some below grade-level words and phrases as they are used in a text; provided that text language clearly provides explicit, synonymous words or in-context definitions.</p> |

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| <p>READING 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (NG R5)</p> | <p>11-12 READING 5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)</p> | <p>Provide a sophisticated, and in-depth analysis of how varied aspects of structure create meaning and affect the reader.</p> | <p>Provide a thorough, specific analysis of how varied aspects of structure create meaning and affect the reader.</p> | <p>Provide a basic, surface-level analysis of how varied aspects of structure create meaning and affect the reader.</p> | <p>Provide a limited or attempted analysis of how an aspect of structure creates meaning and affects the reader.</p> | <p>May minimally identify an aspect of structure.</p> |
| | <p>In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)</p> | <p>Provide a sophisticated and finely detailed analysis of the impact and evaluation of the effect structure has on exposition or argument in terms of clarity, technique, and audience appeal.</p> | <p>Provide a thorough, specific analysis of the impact and evaluation of the effect structure has on exposition or argument in terms of clarity, technique, and audience appeal.</p> | <p>Provide a basic, surface-level analysis of the impact and evaluation of the effect structure has on exposition or argument in terms of clarity, technique, and audience appeal.</p> | <p>Provide a limited or attempted analysis of the effect structure has on the text.</p> | <p>May minimally identify an aspect of structure.</p> |

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| <p>READING 6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts. (NG R6)</p> | <p>11-12 READING 6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)</p> | <p>Provide an sophisticated analysis of how authors employ point of view/perspective(s), and purpose, to shape explicit and implicit messages in a text by providing an insightful analysis of persuasiveness, aesthetic quality, satire, sarcasm, irony, understatement, etc.</p> | <p>Provide a thorough analysis of how authors employ point of view /perspective(s), and purpose, to shape explicit and implicit messages in a text by providing a detailed analysis of persuasiveness, aesthetic quality, satire, sarcasm, irony, understatement, etc.</p> | <p>Provide a basic, surface-level analysis of how authors employ point of view/perspective(s), and purpose, to shape explicit and implicit messages by providing an emerging analysis of persuasiveness, aesthetic quality, satire, sarcasm, irony, understatement, etc.</p> | <p>Provide a limited or incomplete analysis of how authors employ point of view/perspective(s), and purpose to shape explicit and/or implicit messages.</p> | <p>May attempt to identify an author’s point of view, perspective, or purpose.</p> |

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| READING 7* Integrate and evaluate content presented in diverse formats. (NG R7) | 11-12 READING 7: * In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI) | Provide a sophisticated integration and evaluation of multiple sources in order to address a question or solve a problem. | Provide a thorough integration and evaluation of multiple sources in order to address a question or solve a problem. | Provide an emerging integration and evaluation of sources in order to address a question or solve a problem. | Provide a limited or inconsistent integration of sources in order to address a question or solve a problem. | May minimally integrate or evaluate a source in an attempt to address a question or solve a problem. |
| <p>*Note: The PLDs for R7 are only valid if the task requires the student to incorporate diverse formats (e.g. graphics). R7 is not applicable to literary texts on the Regents Examination in English Language Arts.</p> | | | | | | |

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| <p>READING 8* Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NG R8)</p> | <p>11-12 READING 8: * Delineate and evaluate an argument in applicable texts, applying a lens* (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI&RL)</p> | <p>Provide a sophisticated description and evaluation of an argument in texts, providing an intricate, detailed application of the lens of the argument question.</p> | <p>Provide a thorough description and evaluation of an argument in texts, providing a thorough application of the lens of the argument question.</p> | <p>Provide a basic, surface-level description and evaluation of an argument in texts, providing a general application of the lens of the argument question.</p> | <p>Provide a limited description and/or evaluation of an argument in texts and may provide a partial application of the lens of the argument question.</p> | <p>May provide an attempted description and/or minimal evaluation of an argument in texts.</p> |
| <p>*Note: NG R8 partially applies to Part 2 of the Regents Examination in English Language Arts. Students are required to delineate (describe) the argument(s) presented in the source documents, evaluating the sources' usefulness in developing an argument/counterargument of their own. The "lens" described can include the argument question itself. R8 is not applicable to literary texts on the Regents Exam in English Language Arts.</p> | | | | | | |

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|---|--|--|--|--|---|---|
| WRITING 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (NG W1) | 11-12 WRITING 1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | Produce sophisticated and/or insightful argumentative texts that fully support claims using intricate reasoning and relevant and sufficient evidence. | Produce precise argumentative texts that thoroughly support claims using specific reasoning and relevant and sufficient evidence. | Produce emerging argumentative texts that support claims using basic, surface-level reasoning and generally relevant evidence. | Produce limited argumentative texts that support claims using inconsistent reasoning and/or evidence. | May produce texts that include claims and/or may attempt to use evidence. |
| | 11-12W1a: Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence. | Introduce sophisticated and insightful claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that strategically sequences claim(s), counterclaims, reasons, and evidence. | Introduce precise and thorough claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | Introduce basic, surface-level claim(s), establish the significance of the claim(s), attempt to distinguish the claim(s) from alternate or opposing claims, and create an organization that attempts logical sequencing of claim(s), counterclaims, reasons, and evidence. | Introduce limited claim(s) and may distinguish the claim(s) from alternate or opposing claims in a limited way; may employ an organizational pattern. | May attempt to introduce claim(s), creating a response that may be on topic or contain an argument. |

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|-----------------------|---|---|--|---|--|---|
| Writing 1 (continued) | 11-12W1b: Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases. | Develop balanced claim(s) and counterclaims insightfully and in-depth, supplying the most relevant evidence for each while strategically pointing out the strengths and limitations of both in a manner that effectively anticipates the intended audience. | Develop claim(s) and counterclaims thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the intended audience. | Develop claim(s) and counterclaims by supplying general evidence and acknowledging an audience. | Develop claim(s) by supplying limited evidence and general ideas. | May attempt to develop claim(s) using minimal evidence or personal information. |
| | 11-12W1c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic. | Use precise and sophisticated language, as well as content-specific vocabulary and techniques to express the complexity of the topic. | Use precise language and content-specific vocabulary and techniques to express the complexity of the topic. | Use language that inconsistently includes content-specific vocabulary or techniques in an attempt to express the complexity of the topic. | Use language that includes limited content-specific vocabulary to address the topic at a basic, surface level. | May use minimal language and/or vocabulary. |
| | 11-12W1d: Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. | Use strategic and sophisticated transitions and syntax to link the major sections of the text to create cohesion and clarify the relationships among complex ideas and concepts. | Use thorough, appropriate and varied transitions and syntax to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts. | Use basic, surface-level transitions and syntax to link sections of the text, create cohesion, and identify the general relationships among ideas and concepts. | Use limited transitions to link sections of the text. | May attempt to use transitions to link sections of the text. |

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|-----------------------|---|--|---|---|--|--|
| Writing 1 (continued) | 11-12W1e: Provide a concluding statement or section that explains the significance of the argument presented. | Provide an insightful concluding statement or section that follows from and explores the significance of the argument presented. | Provide a thorough concluding statement or section that follows from and supports the argument presented. | Provide a basic concluding statement or section that follows from the argument presented. | Provide a limited concluding statement or section. | May provide a minimal concluding statement or section. |
| | 11-12W1f: Maintain a style and tone appropriate to the writing task. | Maintain a sophisticated style and tone appropriate to the writing task. | Maintain a consistent style and tone appropriate to the writing task. | Maintain an emerging style and tone appropriate to the writing task. | Maintain a limited style and tone. | May establish a minimal style and/or tone. |

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|--|--|---|--|---|--|---|
| WRITING 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (NG W2) | 11-12 WRITING 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | Produce insightful informative/explanatory texts that fully and deeply examine and convey complex ideas, concepts, and information clearly and accurately through strategic selection, organization, and analysis of content. | Produce informative/explanatory texts that thoroughly examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | Produce basic informative/explanatory texts that generally examine and convey ideas, concepts, and information clearly and accurately, through the emerging selection, organization, and analysis of content. | Produce texts that partially examine ideas, concepts, and information. | May produce texts that attempt to examine ideas, concepts, and information. |
| | 11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. | Judiciously introduce and organize complex ideas, concepts, and information so that each new element strategically builds on that which precedes it to create a unified whole. | Thoughtfully introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. | Generally introduce and organize ideas, concepts, and information to create an emerging unified whole. | Introduce limited ideas with inconsistent organization. | May attempt to introduce ideas with minimal organization. |

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| <p>Writing 2 (continued)</p> | <p>11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples appropriate to the audience’s knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> | <p>Strategically develop the topic in depth by selecting the most significant and relevant evidence and examples appropriate to the audience’s knowledge of the topic.</p> | <p>Develop the topic thoroughly by selecting the most significant and relevant evidence and examples appropriate to the audience’s knowledge of the topic.</p> | <p>Develop the topic by selecting generally relevant evidence for an audience.</p> | <p>Partially develops the topic by selecting limited relevant evidence.</p> | <p>May attempt to develop the topic by using related and/or unrelated information.</p> |

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|--|---|--|--|--|--|---|
| WRITING 2 (continued) | 11-12W2c: Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic. | Use precise and sophisticated language as well as content-specific vocabulary, and literary techniques to express the complexity of the topic. | Use precise language and content-specific vocabulary, and literary techniques to express the complexity of the topic. | Use language that inconsistently includes content-specific vocabulary or literary techniques in an attempt to express the complexity of the topic. | Use language that includes limited content-specific vocabulary to address the topic. | May use minimal language and/or vocabulary related to the topic. |
| | 11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. | Use strategic and sophisticated transitions and syntax to make in-depth, insightful connections, create cohesion and clarify the relationships among complex ideas and concepts. | Use thorough, appropriate, and varied transitions and syntax to make insightful thoughtful connections, create cohesion, and clarify the relationships among complex ideas and concepts. | Use basic transitions and syntax to link ideas in the text, create cohesion, and identify the relationships among ideas and concepts. | Use limited transitions to link ideas and/or sections of the text. | May attempt to use transitions to link ideas and/or sections of the text. |
| | 11-12W2e: Provide a concluding statement or section that explains the significance of the information presented.* | Provide an insightful concluding statement or section that follows from and explores the significance of the argument presented.* | Provide a thorough concluding statement or section that follows from and supports the argument presented.* | Provide a basic concluding statement or section that follows from the argument presented.* | Provide a limited concluding statement or section.* | May provide a minimal concluding statement or section. |
| *Note: Part 3 (Text analysis) of the Regents exam does not assess concluding statements because the task requires only a two-to-three paragraph response. | 11-12W2f: Establish and maintain a style appropriate to the writing task. | Maintain a sophisticated style and tone appropriate to the writing task. | Maintain a consistent style and tone appropriate to the writing task. | Maintain an emerging style and tone appropriate to the writing task. | Maintain a limited style and tone. | May establish a minimal style and/or tone. |

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| WRITING 5 Draw evidence from literary or informational texts to support analysis, reflection, and research. (NG W5) | 11-12 WRITING 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable. | Strategically draw evidence to fully and deeply support analysis, reflection, and research. Strategically apply the grade 11/12 reading standards. | Thoroughly draw evidence to support analysis, reflection, and research. Logically apply the grade 11/12 reading standards. | Draw basic, surface-level evidence to partially support analysis, reflection, and research. Generally apply the grade 11/12 reading standards. | Inconsistently draw evidence, partially supporting analysis, reflection, and/or research. Partially apply the grade 11/12 reading standards. | May draw evidence, attempting to support analysis, reflection, or research. May minimally apply the grade 11/12 reading standards. |

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| <p>WRITING 7 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism (NG W7)</p> | <p>11-12 WRITING 7: Gather relevant information from multiple sources, using advanced searches effectively; * assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p> | <p>Judiciously gather extensive relevant information from multiple sources, insightfully assessing the strengths and limitations of each source. **</p> <p>Intricately integrate information into the text to maintain the flow of ideas, systematically avoiding plagiarism, and overreliance on one source by following a sophisticated citation format.</p> | <p>Thoroughly gather precise relevant information from multiple sources, specifically assessing the strengths and limitations of each source. **</p> <p>Thoroughly integrate information into the text to maintain the flow of ideas, consistently avoiding plagiarism and overreliance on one source by following a standard citation format.</p> | <p>Gather basic, surface-level information from multiple sources, generally assessing the strengths and/or limitations of each source. **</p> <p>Basically integrate information into the text to maintain the flow of ideas, generally avoiding plagiarism and overreliance on one source by following an emerging citation format.</p> | <p>Incompletely gather limited information from multiple sources, incompletely assessing the strengths and/or limitations of each source. **</p> <p>Partially integrate information into the text attempting to avoid plagiarism, overreliance on one source.</p> | <p>May gather minimal information from one or more sources. **</p> <p>May minimally integrate information into the text.</p> |

* Student use of advanced searches applies to classroom research and is not assessed by the Regents Examination in English Language Arts.

** While sources used on the Regents Examination in English Language Arts are screened and considered strong, student content selection does include this aspect of decision making.

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| Anchor Standard | Standard | NYS Level 5 | NYS Level 4 | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|---|---|---|--|--|---|---|
| LANGUAGE 1 Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. (NG L1) | See NYS Next Generation ELA Learning Standards Appendix A, pages 118-123 for a cumulative list of grade-level skills | Demonstrate a precise and sophisticated command of grade-level grammar and usage conventions to produce writing with essentially no errors. | Demonstrate a thorough command of grade-level grammar and usage conventions to produce writing with few errors that do not hinder comprehension. | Demonstrate an emerging command of grade-level/ grammar and usage conventions to produce writing with multiple errors that generally do not hinder comprehension. | Demonstrate a limited command of grade-level grammar and usage conventions to produce writing with multiple errors that hinder comprehension. | May demonstrate a minimal command of grade-level grammar and usage conventions to produce writing with many errors that hinder comprehension. |
| LANGUAGE 2 Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. (NG L2) | See NYS Next Generation ELA Learning Standards Appendix A, pages 118-123 for a cumulative list of grade-level skills | Demonstrate a precise and sophisticated command of grade-level capitalization, punctuation, and spelling conventions to produce writing with essentially no errors. | Demonstrate a thorough command of grade-level capitalization, punctuation, and spelling conventions to produce writing with few errors that do not hinder comprehension. | Demonstrate an emerging command of grade-level capitalization, punctuation, and spelling conventions to produce writing with multiple errors that generally do not hinder comprehension. | Demonstrate a limited command of grade-level capitalization, punctuation, and spelling conventions to produce writing with multiple errors that generally hinder comprehension. | May demonstrate a minimal command of grade-level capitalization, punctuation, and spelling conventions to produce writing with many errors that hinder comprehension. |
| LANGUAGE 3 Apply 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. (NG 11-12 L3) | 11-12L3a: Vary syntax for effect, consulting references for guidance as needed*; apply an understanding of syntax to the study of complex texts when reading. * Limited references are provided on the Regents Examination in English Language Arts. | Use and apply grade-level syntax in a strategic and sophisticated manner when reading and writing. | Use and apply grade-level syntax in a consistent manner when reading and writing. | Use and apply grade-level syntax in an emerging manner when reading and writing. | Use and apply grade-level syntax in a limited manner when reading and writing. | May attempt to use and apply grade-level syntax when reading and writing. |

Next Generation Regents Examination in English Language Arts Performance Level Descriptions

| Anchor Standard | Standard | NYS Level 5 | NYS Level 4 | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|--|---|--|---|--|---|---|
| <p>LANGUAGE 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (NG L4)</p> | <p>11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>11-12L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>11-12L4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> | <p>Judiciously and precisely determine or clarify the meaning of unknown and multiple-meaning words and phrases using multiple strategies.</p> | <p>Thoroughly determine or clarify the meaning of unknown and multiple-meaning words and phrases using multiple strategies.</p> | <p>Generally determine or clarify the meaning of unknown and multiple-meaning-words and phrases using multiple strategies.</p> | <p>Partially determine or clarify the meaning of unknown and multiple-meaning words and phrases using one or more strategies.</p> | <p>May attempt to minimally determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> |

Next Generation Regents Examination in English Language Arts Performance Level Descriptions

| Anchor Standard | Standard | NYS Level 5 | NYS Level 4. | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|---|--|--|---|---|--|---|
| <p>LANGUAGE 5 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. (NG L5)</p> | <p>11-12 L5a: Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.</p> <p>11-12 L5b: Analyze nuances (fine distinctions) in the meaning of words with similar denotations.</p> | <p>Insightfully interpret figures of speech in context and precisely analyze their role in the text; fully and deeply analyze intricate distinctions in the meaning of words with similar denotations.</p> | <p>Thoroughly interpret figures of speech in context and thoughtfully analyze their role in the text; analyze specific distinctions in the meaning of words with similar denotations.</p> | <p>Generally interpret figures of speech in context, and provide a basic, surface-level analysis of their role in the text; inconsistently analyze distinctions in the meaning of words with similar denotations.</p> | <p>Incompletely interpret figures of speech in context; partially recognize and analyze distinctions in the meaning of words with similar denotations.</p> | <p>May attempt to minimally interpret figures of speech in context.</p> |

Next Generation Regents Examination in English Language Arts Performance Level Descriptions

| Anchor Standard | Standard | NYS Level 5 | NYS Level 4. | NYS Level 3 | NYS Level 2 | NYS Level 1 |
|---|---|--|---|--|--|---|
| <p>LANGUAGE 6 Acquire and use accurately a range of general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (NG L6)</p> | <p>11-12 LANGUAGE 6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Strategically acquire and elaborately use general academic and content-specific words and phrases in a sophisticated way, demonstrating mastery of reading, writing and speaking at a commencement level.</p> <p>Demonstrate exceptional independence in applying vocabulary knowledge when considering a word or phrase.</p> | <p>Consistently acquire and precisely use general academic and content-specific words and phrases in a precise way, sufficient for reading, writing, and speaking, and listening at a commencement level.</p> <p>Demonstrate independence in applying vocabulary knowledge when considering a word or phrase.</p> | <p>Inconsistently acquire and use general academic and content-specific words and phrases in a basic, surface-level way, emerging in sufficiency for reading and writing at a commencement level.</p> <p>Demonstrate emerging independence in applying vocabulary knowledge when considering a word or phrase.</p> | <p>Incompletely acquire and use general academic and content-specific words and phrases in a limited way, approaching sufficiency for reading and writing at a commencement level.</p> <p>Demonstrate partial independence in applying vocabulary knowledge when considering a word or phrase.</p> | <p>May attempt to acquire and use general words and phrases in a minimal way.</p> <p>May demonstrate minimal independence in applying vocabulary knowledge when considering a word or phrase.</p> |