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
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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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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)	**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)	Determine with precision and detail the meaning of all grade-level Analyze mea. and refines the meaning of tnigrap t co				

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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)	**11-12 READING 5:** In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL)					
	In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in t ininictne effni ince effcnnn6nitne effructnf20.0(a)-2 (2.1 (s) (nd -0.016 TnTJ-0.qu (nd ,)28 (a)-6.9 (l)a)-6.9 udiN)-6.6 (G)h-0.016 003 Tc 0/TT0 1 Tf/P rDIN2ra(e eff) str1.06tuure meant					

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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.

*Note: The PLDs for R7 are only

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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.				
	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				

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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	Develop balanced claim(s) and counterclaims insightfully and in-depth, supplying the most relevant evidence for each while strategically	Develop claim(s) and counterclaims thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that	Develop claim(s) and counterclaims by supplying general evidence and acknowledging an audience.		
)-3.9 (g Tc)Tjons-000Th(np)-en(jb)-2.l c)-2.7	out the(h)-1.2Tf(t)-6)b3o2a9c18e cl limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.	pointing out the strengths and limitations of both in a manner that effectively anticipates the intended audience.	intended audience.	tatrrthe		
	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.			
	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.			

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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		

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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. .96 350	Produce informative/ explanatory texts that thoroughly examanlanatory texts0ana2.1 (m)8.8 (i)53eshly ex content.			
		tc -0.002 Tw T*(t)hath4(hi)5.1 (c)6.3 (h pr) (s)-1.6 (i)5.1 (t)4 ( )JJ-0.004 Tc 09 T31Tw 0 -1.217 TD(t)-6.3 (o)-7.263 cr453.4 (ea)-7 (t)-6.3 (				
	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.				

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
WRITING 2 (continued)						

*Note: Part 3 (Text
analysis) of the Regents
exam does not assess
concluding statements
because the task
requires only a two-to-419 TmTTm100(*( )Tj 0 237.72218.16 q45(1r21J4-0.)107 BD9(J1 (g)ʃJ4-0.237.72428t2 re45.00 2.3J-0-10 Td4 .(419 TmTTm101(*( )Tj ((nl)5ET*QBT5-)ʃJ1 (g)ʃJ4-0.243 4

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

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
LANGUAGE 4 Determine or clarify the meaning of unknown and multipl ure ol oanuifydTJ0 TsMC /Pmu od phr a5a TsM((by03 Tc 0.005BD-.9 47D(an)-2 (u)usM(( )6.1 (o)1C /P)TjEMC 2.157Tj-0.001 Tc 0.001 Tw 0.224181 T(m)2.8 (u)co-16 1(l o)0 Tw)-0						

Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
LANGUAGE 5 Demonstrate an understanding of figurative language,						

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Anchor Standard	Standard	NYS Level 5	NYS Level 4	NYS Level 3	NYS Level 2	NYS Level 1
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 voc						

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