



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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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 (to detail) the meaning of all grades-level Analyze t(f t.9 (b))r)4.0.9 (gu)-6.1 (r)-1.ai (a)2 1ni mea. a nd refines the meaning of tnigrap	t co (n)-6.i.1 ()-7.1 (f a)-6.9 (t)-6.4 (ex)-4.7 (t)-6.8 (t)-3. ()J-0.00m Tc 0.001 Tw0 -1.217 TD((0.8 (RI)-2 (&)E.8 (RL)-2.6 3)n			

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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>In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument</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.

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

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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. 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.	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. 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.	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.			

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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-

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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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LANGUAGE 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases used in literary, informational, and media texts/technical procedures, and analyze how word choices and shifts in point of view or tone reflect a speaker's attitude and purpose.						

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LANGUAGE 5
Demonstrate an understanding of figurative language,

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<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 voc</p>						