Grade 3 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and relationships; short,	Text with clear, complex ideas and relationships and	Text with detailed and implied complex ideas
relationships; short, simple sentences.	simple sentences.	simple; compound sentences.	and relationships; a variety of sentence types
			including phrases and transition words.
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:
identify the topic of a literary text	determine the central idea and supporting details in literary	determine the central idea and supporting details in literary tout.	determine the central idea and supporting
identify a detail from a literary textidentify a character or setting in a literary	 text determine the main idea and identify supporting details in 	in literary textdetermine the main idea and identify supporting	details in literary text
text	informational text	details in informational text	determine the main idea and identify supporting details in informational text
 identify the topic of an informational text 	determine the main idea of visually presented information	determine the main idea of visually presented	 determine the main idea of visually
 identify a title, caption, or heading in an 	identify the purpose of text features in informational text	information	presented information
informational text	use information from charts, graphs, diagrams, or timelines	identify the purpose of text features in	 identify the purpose of text features in
identify an illustration related to a given	in informational text to answer questions	informational text	informational text
topic	use context to identify the meaning of multiple meaning	use information from charts, graphs, diagrams, or	 use information from charts, graphs,
identify a topic presented by an	words	timelines in informational text to answer questions	diagrams, or timelines in informational
illustration		use context to identify the meaning of multiple	text to answer questions
• identify the meaning of words (i.e.,		meaning words	use context to identify the meaning of
nouns)	AND with Moderate text complexity -	AND with High text complexity -	multiple meaning words
	Text with clear, complex ideas and relationships and simple;	Text with detailed and implied complex ideas and	
	compound sentences.	relationships; a variety of sentence types including phrases and transition words.	
	use details from a literary text to answer specific questions	use details from a literary text to answer specific	
	 describe the relationship between characters, and character 	questions	
	and setting in literary text	 describe the relationship between characters, and 	
	and setting in literary text	character and setting in literary text	
	AND with accuracy, the student is able to:	AND with accuracy, the student is able to:	
	identify simple words (i.e., words with a consonant at the	identify grade level words	
	beginning, a consonant at the end, and a short vowel in the		
	middle)		
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
identify a statement related to an	identify elements of a narrative text to include beginning,	identify a text feature (e.g., captions, graphs or	use the writing process to create a
everyday topic	middle, and end	diagrams) to present information in explanatory	narrative product and demonstrate overall
use the writing process to create a	identify the category related to a set of facts	text	command of organization, idea
narrative product and demonstrate minimal (or no) command of	use the writing process to create a narrative product and demonstrate limited command of organization, idea	 use the writing process to create a narrative product and demonstrate partial command of 	development and/or conventions
organization, idea development and/or	demonstrate limited command of organization, idea development and/or conventions	organization, idea development and/or	
conventions	development and/or conventions	conventions	

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 4 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
In reading, the student is able to: identify a topic of a literary text identify a detail from a literary text identify a character in a literary text identify charts, graphs, diagrams, or timelines in an informational text identify a topic of an informational text use context to identify the meaning of multiple meaning words identify general academic words	In reading, the student is able to: determine the theme of literary text and identify supportive details describe character traits using text-based details in literary text determine the main idea of informational text locate information in charts, graphs, diagrams, or timelines use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences. use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words AND with accuracy, the student is able to: identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)	 In reading, the student is able to: determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words. use details from a literary text to answer specific questions describe character traits using text-based details in literary text use context to identify the meaning of multiple meaning words AND with accuracy, the student is able to: identify grade level words 	 In reading, the student is able to: determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words
 AND in writing, the student is able to: identify the concluding sentence in a short explanatory text use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify elements of a narrative text to include beginning, middle, and end identify a concluding sentence related to information in explanatory text use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions 	use the writing process to create a narrative product and demonstrate overall command of organization, idea development and/or conventions

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
 In reading, the student is able to: identify an event from the beginning of a literary text identify a detail from a literary text identify a character, setting and event in a literary text identify the topic of an informational text identify the main idea of an informational text identify the difference in how information is presented in two sentences 	 In reading, the student is able to: compare characters, settings, and events in literary text determine the main idea and identify supporting details in informational text use details from the text to support an author's point in informational text compare and contrast how information and events are presented in two informational texts use context to identify the meaning of multiple meaning words AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences. summarize a literary text from beginning to end use details from a literary text to answer 	 In reading, the student is able to: compare characters, settings, and events in literary text determine the main idea and identify supporting details in informational text use details from the text to support an author's point in informational text compare and contrast how information and events are presented in two informational texts use context to identify the meaning of multiple meaning words AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words. summarize a literary text from beginning to end use details from a literary text to answer specific questions 	 In reading, the student is able to: compare characters, settings, and events in literary text determine the main idea and identify supporting details in informational text use details from the text to support an author's point in informational text compare and contrast how information and events are presented in two informational texts use context to identify the meaning of multiple meaning words
 AND in writing, the student is able to: identify the category related to a set of common nouns use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	 specific questions AND in writing, the student is able to: identify elements of a narrative text to include beginning, middle, and end identify a sentence that is organized for a text structure such as comparison/contrast use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions 	 AND in writing, the student is able to: support an explanatory text topic with relevant information use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions 	use the writing process to create a narrative product and demonstrate overall command of organization, idea development and/or conventions

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
 In reading, the student is able to: identify an event from the beginning or end of a literary text identify a detail from a literary text identify a character in a literary text identify the topic of an informational text identify the main idea of an informational text identify a fact from an informational text identify a description of an individual or event in an informational text use context to identify the meaning of multiple meaning words identify the meaning of general academic words 	In reading, the student is able to: • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in informational text AND with Moderate text complexity - Text with clear, complex ideas and relationships and	 In reading, the student is able to: summarize a literary text from beginning to end without including personal opinions support inferences about characters using details in literary text summarize an informational text without including personal opinions use details from the text to elaborate a key idea in informational text use evidence from the text to support an author's claim in informational text summarize information presented in two informational texts use domain specific words accurately AND with High text complexity - Text with detailed and implied complex ideas and 	 In reading, the student is able to: summarize a literary text from beginning to end without including personal opinions use details from a literary text to answer specific questions support inferences about characters using details in literary text use details from the text to elaborate a key idea in an informational text use evidence from the text to support an author's claim in informational text use domain specific words accurately
AND in writing, the student is able to: • identify an everyday order of events • use the writing process to create an	 use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words AND in writing, the student is able to: identify elements of an explanatory text to include introduction, body, and conclusion 	 relationships; a variety of sentence types including phrases and transition words. use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words AND in writing, the student is able to: identify transition words and phrases to convey a sequence of events in narrative text 	AND in writing, the student is able to: use the writing process to create an explanatory product and demonstrate overall
explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions	 identify the next event in a brief narrative use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions 	 use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions 	command of organization, idea development and/or conventions

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 7 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.	Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.	High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
 In reading, the student is able to: identify a theme from a literary text identify an inference from a literary text identify a conclusion from an informational text identify a claim the author makes in an informational text compare and contrast two statements related to the same topic use context to identify the meaning of words 	In reading, the student is able to: • identify the relationship between individuals or events in an informational text • use evidence from the text to support an author's claim in informational text AND with Moderate text complexity -	 In reading, the student is able to: use details to support a conclusion from informational text use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other use evidence from the text to support an author's claim in informational text compare and contrast how two authors write about the same topic in informational texts use context to identify the meaning of gradelevel phrases AND with High text complexity - 	 In reading, the student is able to: use details to support a conclusion from informational text use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other use evidence from the text to support an author's claim in informational text compare and contrast how two authors write about the same topic in informational texts use context to identify the meaning of gradelevel phrases
	 Text with clear, complex ideas and relationships and simple; compound sentences. use details to support themes from literary text use details to support inferences from literary text 	Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words. use details to support themes from literary text use details to support inferences from literary text	
 AND in writing, the student is able to: identify a graphic that includes an event as described in a text use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify elements of an explanatory text to include introduction, body, and conclusion identify the next event in a brief narrative use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify a sentence that provides a conclusion in narrative text use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions 	use the writing process to create an explanatory product and demonstrate overall command of organization, idea development and/or conventions

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 8 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.	Brief text with straightforward ideas and relationships; short, simple sentences.	Text with clear, complex ideas and relationships and simple; compound sentences.	Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
In reading, the student is able to: identify a theme from a literary text identify an inference from a literary text identify a fact related to a presented argument in informational text identify a similar topic in two informational texts use context to identify the meaning of multiple meaning words identify the meaning of general academic words	 In reading, the student is able to: use details to support a conclusion from literary text identify an inference drawn from an informational text identify the portion of text which contains specific information identify an argument the author makes in informational text examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation use domain specific words or phrases accurately AND with Moderate text complexity -	 In reading, the student is able to: use details to support a conclusion from literary text use details to support an inference from informational text identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea identify an argument the author makes in informational text examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation use domain specific words and phrases accurately AND with High text complexity -	 In reading, the student is able to: use details to support a conclusion from literary text use details to support an inference from informational text identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea identify an argument the author makes in informational text examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation use domain specific words and phrases accurately
	Text with clear, complex ideas and relationships and simple; compound sentences.	Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.	
	 analyze the development of a theme including the relationship between a character and an event in literary text use context to identify the meaning of grade- level words and phrases 	 analyze the development of a theme including the relationship between a character and an event in literary text use context to identify the meaning of grade- level words and phrases 	
 AND in writing, the student is able to: identify a writer's opinion use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify elements of an explanatory text to include introduction, body, and conclusion identify an idea relevant to a claim use the writing process to create an explanatory product and demonstrate limited command of organization, idea development and/or conventions 	 AND in writing, the student is able to: identify relevant information to support a claim use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions 	use the writing process to create an explanatory product and demonstrate overall command of organization, idea development and/or conventions

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 11 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity -	Low text complexity -	Moderate text complexity -	High text complexity -
Brief text with straightforward ideas and	Brief text with straightforward ideas and	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and
relationships; short, simple sentences.	relationships; short, simple sentences.	and simple; compound sentences.	relationships; a variety of sentence types
			including phrases and transition words.
In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:	In reading, the student is able to:
identify a summary of a literary text	use details to support a summary of literary	use details to support a summary of literary	use details to support a summary of literary
identify an event from a literary text	text	text	text
identify the central idea of an informational	identify a conclusion from an informational	use details to support a conclusion presented in informational tout	use details to support a conclusion presented in informational book
text	text	in informational text	in informational text
identify facts from an informational text identify what an author talk about a tania in	identify key details that support the development of a central idea of an	identify key details that support the development of a central idea of an	 identify key details that support the development of a central idea of an
 identify what an author tells about a topic in informational text 	informational text	informational text	informational text
use context to identify the meaning of	use details presented in two informational	use details presented in two informational	use details presented in two informational
multiple meaning words	texts to answer a question	texts to answer a question	texts to answer a question
identify a word used to describe a person,	explain why an author uses specific word	explain why an author uses specific word	explain why an author uses specific word
place, thing, action or event	choices within texts	choices within texts	choices within texts
, 5,	AND with Moderate text complexity -	AND with High text complexity -	
	Text with clear, complex ideas and relationships	Text with detailed and implied complex ideas and	
	and simple; compound sentences.	relationships; a variety of sentence types	
		including phrases and transition words.	
	evaluate how the author's use of specific	evaluate how the author's use of specific	
	details in literary text contributes to the text	details in literary text contributes to the text	
	determine an author's point of view about a	determine an author's point of view about a	
	topic in informational text	topic in informational text	
	use context to identify the meaning of grade-	use context to identify the meaning of grade-	
	level phrases	level phrases	
AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:	AND in writing, the student is able to:
identify information which is unrelated to a	identify elements of an argument to include	identify relevant information to address a	 use the writing process to create an
given topic	introduction, claim, evidence, and conclusion	given topic and support the purpose of a text	argumentative product and demonstrate
use the writing process to create an	identify how to group information for a	use the writing process to create an	overall command of organization, idea
argumentative product and demonstrate	specific text structure	argumentative product and demonstrate	development and/or conventions
minimal (or no) command of organization,	use the writing process to create an argumentative product and demonstrate	partial command of organization, idea	
idea development and/or conventions	argumentative product and demonstrate	development and/or conventions	
	limited command of organization, idea development and/or conventions		
	development and/or conventions		

^{*}Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.