

Grade 3 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • identify the topic of a literary text • identify a detail from a literary text • identify a character or setting in a literary text • identify the topic of an informational text • identify a title, caption, or heading in an informational text • identify an illustration related to a given topic • identify a topic presented by an illustration • identify the meaning of words (i.e., nouns) 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text 	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text 	
	<p>AND with accuracy, the student is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>AND with accuracy, the student is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • identify a statement related to an everyday topic • use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts • use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., captions, graphs 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 4 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words 	<ul style="list-style-type: none"> 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 	
	<p>AND with accuracy, the student is able to:</p> <ul style="list-style-type: none"> identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>AND with accuracy, the student is able to:</p> <ul style="list-style-type: none"> identify grade level words 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	<ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words 	<ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> identify an everyday order of events use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> identify transition words and phrases to convey a sequence of events in narrative text use the writing process to create an explanatory product and demonstrate partial command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 7 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 grade-level phrases 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> 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 grade-level phrases
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> use details to support themes from literary text use details to support inferences from literary text 	<ul style="list-style-type: none"> use details to support themes from literary text use details to support inferences from literary text 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> 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*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> • 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*
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> identify a summary of a literary text identify an event from a literary text identify the central idea of an informational text identify facts from an informational text identify what an author tells about a topic in informational text use context to identify the meaning of multiple meaning words identify a word used to describe a person, place, thing, action or event 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text identify a conclusion from an informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text use details to support a conclusion presented in informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts 	<p>In reading, the student is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text use details to support a conclusion presented in informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
<ul style="list-style-type: none"> evaluate how the author's use of specific details in literary text contributes to the text determine an author's point of view about a topic in informational text use context to identify the meaning of grade-level phrases 	<ul style="list-style-type: none"> evaluate how the author's use of specific details in literary text contributes to the text determine an author's point of view about a topic in informational text use context to identify the meaning of grade-level phrases 	<ul style="list-style-type: none"> evaluate how the author's use of specific details in literary text contributes to the text determine an author's point of view about a topic in informational text use context to identify the meaning of grade-level phrases 	
<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> identify information which is unrelated to a given topic use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> identify elements of an argument to include introduction, claim, evidence, and conclusion identify how to group information for a specific text structure use the writing process to create an argumentative product and demonstrate limited command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> identify relevant information to address a given topic and support the purpose of a text use the writing process to create an argumentative product and demonstrate partial command of organization, idea development and/or conventions 	<p>AND in writing, the student is able to:</p> <ul style="list-style-type: none"> use the writing process to create an argumentative 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.