

Grade 4 English Language Arts Performance Level Descriptors

Advanced: Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the **Advanced** level consistently choose the best summary of the text and explain how the details support the main idea. Students compare and contrast details in literary and nonfiction/informational texts to describe and analyze genres. Students consistently recognize the paraphrase of original text. Students consistently identify and describe literary elements, literary devices, author's purpose, accuracy of facts, and text structure in various texts. Students consistently infer meaning from increasingly complex text including author's purpose and points of view.

Students consistently engage in a recursive writing process to create purposeful and organized written works. Students create fully developed and engaging written works for specific purposes and audiences using details that support the writing task.

Students efficiently use vocabulary knowledge and resources to analyze complex text through word parts, word relationships, and context clues. Students consistently use appropriate and meaningful vocabulary to enhance clarity and effectiveness in their writing.

Students consistently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.

Students generate a viable research question on a specific topic and consistently locate and use information, including graphic features, to interpret the text. Students organize and synthesize relevant and reliable information in order to present findings.

Proficient: Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the **Proficient** level typically choose the best summary of the text and identify the details that support the main idea. Students compare and contrast details in literary and nonfiction/informational texts to classify genres. Students recognize the paraphrase of original text most of the time. Students identify and describe literary elements, literary devices, author's purpose, accuracy of facts, and text structure in various texts. Students infer meaning from a text including author's purpose and points of view.

Students engage in a recursive writing process to create purposeful written works. Students select and apply the organizational structure that best fits the mode, purpose, and audience.

Students use vocabulary knowledge and resources to interpret text through word parts, word relationships, and context clues. Students use appropriate vocabulary to write clearly and effectively.

Students frequently identify and apply appropriate use of grammar and mechanics to provide clarity and enhance communication.

Students generate a viable research question on a specific topic and adequately locate and use information, including graphic features, to interpret the text. Students organize relevant and reliable information in order to present findings.

Basic: Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the **Basic** level inconsistently choose the best summary of the text and have difficulty differentiating main ideas from details. Students compare and contrast details in literary and nonfiction/informational texts but inconsistently classify genres. Students seldom identify the paraphrase of original text. Students inconsistently identify and describe literary elements, literary devices, author's purpose, points of view, or accuracy of fact.

Students inconsistently engage in a recursive writing process to create written works. Students' writing lacks organizational structure. Students create underdeveloped written works for specific purposes and audiences with inconsistent use of details.

Students inconsistently use vocabulary knowledge and resources to interpret text through word parts, word relationships, or context clues. Students inconsistently use appropriate vocabulary in written works.

Students inconsistently identify and apply appropriate use of grammar and mechanics.

Students generate a research question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to interpret the text.

Below Basic: Students have not performed at least at the Basic level. Students scoring at the **Below Basic** level should be given comprehensive reading instruction.