

Grade 3 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 identify the main idea and key details. Students compare and contrast details in literary and nonfiction/informational texts to describe genres. Students frequently identify literary elements, literary devices, and author's purpose and frequently distinguish fact from opinion. Students consistently infer whether a text is written in first or third person point of view.

Students consistently engage in a recursive writing process to create organized written works with a purpose that is clearly communicated for an appropriate audience. Students skillfully use details that support the writing task.

Students skillfully 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 question on a specific topic and consistently locate and use information, including graphic features, to understand the text. Students determine the relevance and reliability of information. Students clearly summarize and present information in an organized and cohesive way.

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 main idea and key details. Students compare and contrast details to classify genres. Students identify literary elements, literary devices, and author's purpose and distinguish fact from opinion. Students infer whether a text is written in first or third person point of view.

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

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 question on a specific topic and locate and use information, including graphic features, to understand the text. Students summarize and present information in an organized way.

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 identifying main ideas and key details. Students compare and contrast but inconsistently classify genres. Students inconsistently identify literary elements, literary devices, author's purpose, or points of view or inconsistently distinguish fact from opinion.

Students inconsistently engage in a recursive writing process to create written works that lack organization. Students write for a specific purpose but seldom consider the audience. Students inconsistently support their ideas with 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 question on a topic but ineffectively locate and use information, or imprecisely use graphic features, to understand the text. Students provide an incomplete summary and present information with lack of clarity.

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.