

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	3.RL.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RL.2	identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text.
Detailed	3.RL.3	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story.	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a story (e.g., traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, motivations, or feelings) of complex characters in a story and explains how their actions contribute to a complex sequence of events.
Detailed	3.RL.4	uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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Detailed	3.RL.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections.
Detailed	3.RL.6	identifies the points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters.
Detailed	3.RL.7	uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a text's illustrations to understand the text and makes lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting, create mood).	analyzes how specific aspects of a complex text's illustrations contribute to a more thorough understanding of the text; makes higher-level inferences about how the illustrations reflect characters, setting, or mood.
Detailed	3.RL.9	identifies simple and explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	describes explicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series); makes inferences to identify support used by authors.

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Reading: Informational Text					
Detailed	3.RI.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RI.2	identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.
Detailed	3.RI.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immersing application, using academic language that pertains to time, sequence, and cause/effect.
Detailed	3.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of advanced academic and domain-specific words and phrases in a text.
Detailed	3.RI.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.

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Detailed	3.RI.6	identifies the point of view of the author of a text.	distinguishes his or her own point of view from an explicitly stated point of view of the author of a text.	distinguishes his or her own point of view from that of the author of a text.	distinguishes his or her own point of view from an implicitly stated point of view of the author of a text.
Detailed	3.RI.7	identifies information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	analyzes information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate understanding of the text.
Detailed	3.RI.8	identifies the simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Detailed	3.RI.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons.

Writing					
Detailed	3.W.1	<p>writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <p>a. does not include an introduction or includes an ineffective one.</p> <p>b. provides irrelevant facts, definitions, and details to support the topic.</p> <p>c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. does not include a concluding statement or section or includes an ineffective one.</p>	<p>writes a moderately organized opinion piece, using some reasons to support one's point of view:</p> <p>a. includes a simple introduction and organizational structure that states an opinion and lists reasons.</p> <p>b. provides limited reasons to support the opinion.</p> <p>c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. provides a simple concluding statement or section.</p>	<p>writes an opinion piece on topics or texts, using reasons to support one's point of view.</p> <p>a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.</p> <p>b. provides reasons that support the opinion.</p> <p>c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. provides a concluding statement or section.</p>	<p>writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view.</p> <p>a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.</p> <p>b. provides strong evidence that effectively supports the opinion.</p> <p>c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. provides an effective concluding statement or section.</p>

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Detailed	3.W.2	<p>writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view:</p> <p>a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension.</p> <p>b. provides irrelevant facts, definitions, and details to support the topic.</p> <p>c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. does not include a concluding statement or section or includes an ineffective one.</p>	<p>writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly:</p> <p>a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension.</p> <p>b. provides limited facts, definitions, and details to support the topic.</p> <p>c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. includes a simple concluding statement or section.</p>	<p>writes an informative/explanatory text to examine a topic and conveys ideas and information clearly:</p> <p>a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, and details.</p> <p>c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. provides a concluding statement or section.</p>	<p>writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly:</p> <p>a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension.</p> <p>b. provides facts, definitions, and details that effectively support the topic.</p> <p>c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. provides an effective concluding statement or section.</p>
Detailed	3.W.4-6	<p>produces writing with guidance and support that includes incomplete and insufficient development, incomplete revision, and collaborative elements.</p>	<p>produces writing with guidance and support that includes incomplete or insufficient development, minimal revision, and collaborative elements.</p>	<p>produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.</p>	<p>produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.</p>

Writing: Foundational Skills					
Detailed	3.WF.3	<p>demonstrates limited knowledge of and ability to apply spelling conventions and patterns, including:</p> <p>a. single-syllable words with less common and complex graphemes;</p> <p>b. singular and plural possessives;</p> <p>c. regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes;</p> <p>d. grade-level-appropriate words in English including:</p> <p>1. irregular words</p> <p>2. pattern-based words.</p>	<p>demonstrates basic knowledge of and ability to apply spelling conventions and patterns, including:</p> <p>a. some single-syllable words with less common and complex graphemes;</p> <p>b. some singular and plural possessives;</p> <p>c. some regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes;</p> <p>d. some grade-level-appropriate words in English including:</p> <p>1. irregular words</p> <p>2. pattern-based words.</p>	<p>demonstrates knowledge of and ability to apply spelling conventions and patterns, including:</p> <p>a. single-syllable words with less common and complex graphemes;</p> <p>b. singular and plural possessives;</p> <p>c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes;</p> <p>d. grade-level-appropriate words in English including:</p> <p>1. irregular words</p> <p>2. pattern-based words.</p>	<p>demonstrates thorough knowledge of and a strong ability to ability to apply spelling conventions and patterns, including:</p> <p>a. single-syllable words with less common and complex graphemes;</p> <p>b. singular and plural possessives;</p> <p>c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and</p> <p>d. grade-level-appropriate words in English including:</p> <p>1. irregular words</p> <p>2. pattern-based words.</p>

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Listening					
Detailed	3.SL.2	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	accurately summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	3.SL.3	asks and answers simple questions about information from a speaker.	asks and answers explicit questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers complex questions about information from a speaker, offering relevant and effective elaboration and detail.

Language					
Detailed	3.L.1	<p>demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. recognizes the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in simple sentences.</p> <p>b. inconsistently forms and uses regular and irregular plural nouns.</p> <p>c. inconsistently uses abstract nouns (e.g., childhood).</p> <p>d. inconsistently forms and uses regular and irregular verbs.</p> <p>e. inconsistently forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. inconsistently ensures subject-verb and pronoun-antecedent agreement.</p> <p>g. inconsistently forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. identifies the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. forms and uses straightforward regular and irregular plural nouns.</p> <p>c. occasionally uses abstract nouns (e.g., childhood).</p> <p>d. generally forms and uses regular and irregular verbs.</p> <p>e. generally forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. generally ensures subject-verb and pronoun-antecedent agreement.</p> <p>g. forms and uses straightforward comparative and superlative adjectives and adverbs, and generally chooses correctly between them depending on what is to be modified.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. forms and uses regular and irregular plural nouns.</p> <p>c. uses abstract nouns (e.g., childhood).</p> <p>d. forms and uses regular and irregular verbs.</p> <p>e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. ensures subject-verb and pronoun-antecedent agreement.</p> <p>g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</p>	<p>demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. forms and uses regular and irregular plural nouns.</p> <p>c. uses abstract nouns (e.g., childhood).</p> <p>d. forms and uses regular and irregular verbs.</p> <p>e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. ensures subject-verb and pronoun-antecedent agreement.</p> <p>g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</p>

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		<p>h. inconsistently uses coordinating and subordinating conjunctions.</p> <p>i. produces simple sentences.</p>	<p>h. generally recognizes when to use coordinating and subordinating conjunctions.</p> <p>i. produces simple, compound, and complex sentences.</p>	<p>h. uses coordinating and subordinating conjunctions.</p> <p>i. produces simple, compound, and complex sentences.</p>	<p>h. uses coordinating and subordinating conjunctions.</p> <p>i. produces simple, compound, and complex sentences.</p>
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Detailed	3.L.2	<p>demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing:</p> <p>a. inconsistently capitalizes appropriate words in titles.</p> <p>b. inconsistently uses commas in addresses.</p> <p>c. inconsistently uses commas and quotation marks in dialogue.d. inconsistently forms and uses possessives.</p>	<p>demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing:</p> <p>a. generally capitalizes appropriate words in titles.</p> <p>b. generally uses commas in addresses.</p> <p>c. generally uses commas and quotation marks in dialogue.d. forms and uses simple possessives.</p>	<p>demonstrates command of the conventions of Standard English capitalization and punctuation when writing:</p> <p>a. capitalizes appropriate words in titles.</p> <p>b. uses commas in addresses.</p> <p>c. uses commas and quotation marks in dialogue.d. forms and uses possessives.</p>	<p>demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing:</p> <p>a. capitalizes appropriate words in titles.</p> <p>b. uses commas in addresses.</p> <p>c. uses commas and quotation marks in dialogue.d. forms and uses possessives.</p>
Detailed	3.L.3	<p>uses basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently chooses words and phrases for effect.</p> <p>b. occasionally recognizes differences between the conventions of spoken and written Standard English.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. occasionally chooses words and phrases for effect.</p> <p>b. recognizes differences between the conventions of spoken and written Standard English.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. chooses words and phrases for effect.</p> <p>b. recognizes and observes differences between the conventions of spoken and written Standard English.</p>	<p>uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. strategically chooses words and phrases for effect.</p> <p>b. recognizes and observes differences between the conventions of spoken and written Standard English.</p>

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Detailed	3.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from at least one strategy:</p> <p>a. determines the meaning of the new word formed when a below-grade affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>b. uses below-grade root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. uses sentence-level context as a clue to the meaning of straightforward words or phrases.</p> <p>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <p>a. determines the meaning of the new word formed when a known affix is added to a known word.</p> <p>b. uses a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>c. uses sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. uses sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. uses sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
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Detailed	3.L.5	<p>demonstrates limited understanding of word relationships and nuances in word meanings:</p> <p>a. inconsistently recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. inconsistently identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. inconsistently recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	<p>demonstrates basic understanding of word relationships and nuances in word meanings:</p> <p>a. recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. generally identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	<p>demonstrates understanding of word relationships and nuances in word meanings:</p> <p>a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	<p>demonstrates deep understanding of word relationships and nuances in word meanings:</p> <p>a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>
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		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	4.RL.1	identifies details and examples from the text and draws simple inferences.	explains what the text says explicitly and draws simple inferences; identifies key details and examples in the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	4.RL.2	identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text.	recognizes a stated theme of a story, drama, or poem; determines the key details in the text.	determines a theme of a story, drama, or poem; summarizes the text.	determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text.
Detailed	4.RL.3	identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes a character, setting, or event in a story or drama, using explicit details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.
Detailed	4.RL.4	identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.	analyzes the meaning of unfamiliar words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.

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Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Detailed	4.RL.6	identifies the narrator's point of view in a story; identifies first- and third-person narrations.	determines the point of view from which different stories are narrated, including distinguishing between first- and third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Detailed	4.RL.7	identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.
Detailed	4.RL.9	identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational Text					
Detailed	4.RI.1	identifies details and examples from the text and draws simple inferences.	identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	4.RI.2	identifies an explicitly stated main idea and key details of a text.	recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.
Detailed	4.RI.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.
Detailed	4.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines and analyzes the meaning of academic and domain-specific words or phrases in a text.
Detailed	4.RI.5	identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	determines the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	analyzes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.

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Detailed	4.RI.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
Detailed	4.RI.7	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.
Detailed	4.RI.8	identifies reasons and evidence an author includes in a text.	describes how an author uses reasons and evidence to support the overall point in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Detailed	4RI.9	identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing					
Detailed	4.W.1	<p>writes opinion pieces that lack organization and a clear point of view:</p> <p>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</p> <p>b. provides facts and details that are not relevant to the topic.</p> <p>c. opinion and reasons are not linked with transitions.</p> <p>d. includes an ineffective concluding statement.</p>	<p>writes moderately organized opinion pieces on topics or texts:</p> <p>a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose.</p> <p>b. provides both relevant and irrelevant facts and details.</p> <p>c. links opinion and reasons using basic transitional words.</p> <p>d. provides a concluding statement.</p>	<p>writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <p>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. provides reasons that are supported by facts and details.</p> <p>c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. provides a concluding statement or section related to the opinion presented.</p>	<p>writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information:</p> <p>a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose.</p> <p>b. provides logically ordered reasons that are supported by facts and details.</p> <p>c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. provides a relevant and effective concluding statement or section related to the opinion presented.</p>

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Detailed	4.W.2	<p>writes informative/explanatory texts to discuss a topic:</p> <p>a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</p> <p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides an incomplete concluding statement.</p>	<p>writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information:</p> <p>a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</p> <p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic.</p> <p>e. provides a concluding statement.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>writes informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely:</p> <p>a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and multimedia that enhance comprehension.</p> <p>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. smoothly links ideas within categories of information using purposeful transitional words and phrases.</p> <p>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</p> <p>e. provides a relevant and effective concluding statement related to the information or explanation presented.</p>
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Detailed	4.W.4-6	produces writing with guidance and support in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; with guidance and support, develops writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	4.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides notes regarding information.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides brief notes about information.	conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information.	conducts research projects that use several high-quality sources to build knowledge by fully investigating a topic; uses relevant information from experiences and gathered from print and digital sources; fully summarizes or paraphrases information in notes and efficiently categorizes information.

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Listening					
Detailed	4.SL.2	identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	4.SL.3	identifies the points a speaker makes.	identifies the points a speaker makes and key details about the topic.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the reasons and evidence a speaker provides to support particular points.

Language					
Detailed	4.L.1	<p>demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. inconsistently uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. inconsistently forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. inconsistently uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. inconsistently orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. inconsistently forms and uses simple prepositional phrases.</p>	<p>demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. occasionally uses straightforward relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. occasionally forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. occasionally uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. generally orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. generally forms and uses simple prepositional phrases.</p> <p>f. generally produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. forms and uses prepositional phrases.</p> <p>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p>

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		<p>f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.</p> <p>g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).</p> <p>h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</p> <p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>
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Detailed	4.L.2	<p>demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses correct capitalization.</p> <p>b. inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. inconsistently uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. inconsistently spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses correct capitalization.</p> <p>b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. occasionally uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. generally spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses correct capitalization.</p> <p>b. uses commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. uses a comma before a coordinating conjunction in a compound sentence.</p> <p>d. spells above-grade-appropriate words correctly, consulting references as needed.</p>
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Detailed	4.L.3	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently chooses words and phrases to convey ideas.</p> <p>b. inconsistently chooses punctuation for effect.</p> <p>c. inconsistently recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. occasionally chooses words and phrases to convey ideas precisely.</p> <p>b. occasionally chooses punctuation for effect.</p> <p>c. occasionally recognizes the differences between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>uses deep knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely:</p> <p>a. chooses words and phrases to convey ideas precisely.</p> <p>b. chooses punctuation for effect.</p> <p>c. differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
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Detailed	4.L.4	<p>clarifies the meaning of unknown words and phrases, choosing from at least one strategy:</p> <p>a. uses common, below-grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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Detailed	4.L.5	<p>recognizes simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. inconsistently recognizes simple idioms, adages, and proverbs.</p> <p>c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings:</p> <p>a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.</p> <p>c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>	<p>demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <p>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</p>
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PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	5.RL.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RL.2	identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.	identifies a theme of a story, drama, or poem; identifies the key events or details in a text.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text.
Detailed	5.RL.3	identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).
Detailed	5.RL.4	identifies the literal meaning of familiar words and phrases as they are used in a text.	distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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Detailed	5.RL.5	identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.
Detailed	RL.5.6	identifies a narrator's or speaker's point of view.	describes how a narrator or speaker describes events in a text.	describes how a narrator's or speaker's point of view influences how events are described.	analyzes how a narrator's or speaker's point of view influences how complex events are developed.
Detailed	5.RL.7	identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Detailed	5.RL.9	identifies various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	determines various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading: Informational Text					
Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

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Detailed	5.RI.5	identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
Detailed	5.RI.6	identifies the point of view in multiple accounts of the same event or topic.	determines similarities and differences in the points of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts.
Detailed	5.RI.7	identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently.

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Detailed	5.RI.8	identifies which reasons or evidence support a particular point in a text.	describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).
Detailed	5.RI.9	identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	finds relevant information from several texts on the same topic in order to write or speak about the subject.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgeably, using textual evidence as support.

Writing					
Detailed	5.W.1	<p>writes opinion pieces that lack organization and a clear point of view:</p> <p>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</p> <p>b. provides facts and details that are not relevant to the topic.</p> <p>c. opinions and reasons are not linked with transitions.</p> <p>d. includes an ineffective concluding statement.</p>	<p>writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <p>a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure.</p> <p>b. provides both relevant and irrelevant reasons that are logically ordered.</p> <p>c. links opinions and reasons using basic transitional words.</p> <p>d. provides a concluding statement.</p>	<p>writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <p>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. provides logically ordered reasons that are supported by facts and details.</p> <p>c. links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. provides a concluding statement or section related to the opinion presented.</p>	<p>writes well-organized, multi-paragraph opinion pieces, supporting a point of view with effective reasons and relevant information:</p> <p>a. effectively introduces a topic or text clearly, states an opinion, and creates an effective organizational structure in which ideas are logically and effectively grouped, emphasizing the writer's purpose.</p> <p>b. provides effective, relevant reasons that are logically and purposefully ordered and supported by facts and details.</p> <p>c. smoothly links opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. provides a relevant and effective concluding statement or section related to the opinion presented.</p>

Detailed	5.W.2	<p>writes informative/explanatory texts to discuss a topic:</p> <p>a. states the topic, writes with little focus, and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</p> <p>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</p> <p>c. ideas are not clearly or effectively linked.</p> <p>d. uses simple vocabulary when explaining the topic.</p> <p>e. provides an incomplete concluding statement.</p>	<p>writes informative/explanatory texts to discuss a topic and convey ideas and information:</p> <p>a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</p> <p>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. links ideas within categories of information using simple transitional words or phrases.</p> <p>d. uses domain-specific vocabulary in an attempt to explain the topic.</p> <p>e. provides a concluding statement.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>writes informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly:</p> <p>a. clearly and effectively introduces the topic, provides a specific observation and clear focus, and groups related information logically; includes effective and purposeful formatting (e.g., headings), illustrations, and multimedia to enhance comprehension.</p> <p>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. smoothly links supported ideas within and across categories of information using purposeful transitional phrases and clauses.</p> <p>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</p> <p>e. provides a relevant and effective concluding statement related to the information or explanation presented.</p>
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Detailed	5.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	5.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	conducts research projects that use several high-quality sources to fully investigate a topic; uses relevant information from experiences and gathered from sources; fully summarizes or paraphrases information in notes and finished work.

Listening					
Detailed	5.SL.2	identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	5.SL.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies key details that support the points.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence.

Language					
Detailed	5.L.1	<p>demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. recognizes the function of conjunctions, prepositions, and interjections in general and their function in simple sentences.</p> <p>b. inconsistently forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. inconsistently uses verb tense to convey various times, sequences, states, and conditions.</p> <p>d. inconsistently recognizes inappropriate shifts in verb tense.</p> <p>e. inconsistently uses correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</p>	<p>demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. identifies the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. generally forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. generally uses verb tense to convey various times, sequences, states, and conditions.</p> <p>d. generally identifies inappropriate shifts in verb tense.</p> <p>e. generally uses correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. uses verb tense to convey various times, sequences, states, and conditions.</p> <p>d. recognizes and corrects inappropriate shifts in verb tense.</p> <p>e. uses correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task</p>	<p>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. uses verb tense to convey various times, sequences, states, and conditions.</p> <p>d. recognizes and corrects inappropriate shifts in verb tense.</p> <p>e. uses correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task</p>

Detailed	5.L.2	<p>demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses punctuation to separate items in a series.</p> <p>b. inconsistently uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. inconsistently uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. inconsistently uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. inconsistently spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses punctuation to separate items in a series</p> <p>b. generally uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. generally uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. generally uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. generally spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation to separate items in a series.</p> <p>b. uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. spells grade-appropriate words correctly, consulting references as needed.</p>	<p>demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation to separate items in a series.</p> <p>b. uses a comma to separate an introductory element from the rest of the sentence.</p> <p>c. uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. uses underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. spells above-grade-appropriate words correctly, consulting references as needed.</p>
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Detailed	5.L.3	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently expands, combines, and reduces sentences for meaning, reader/listener interest, and style.</p> <p>b. inconsistently identifies the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. generally expands, combines, and reduces sentences for meaning, reader/listener interest, and style.</p> <p>b. generally recognizes the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. expands, combines, and reduces sentences for meaning, reader/listener interest, and style.</p> <p>b. compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>uses deep knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. expands, combines, and reduces sentences for meaning, reader/listener interest, and style.</p> <p>b. compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
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Detailed	5.L.4	<p>clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies:</p> <p>a. uses common, below-grade Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. uses explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a straightforward word (e.g., photograph, photosynthesis).</p> <p>b. uses immediate context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
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Detailed	5.L.5	<p>recognizes figurative language, basic word relationships, and nuances in word meanings:</p> <p>a. recognizes figurative language, including similes and metaphors, in context.</p> <p>b. recognizes common idioms, adages, and proverbs.</p> <p>c. understands the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings:</p> <p>a. interprets figurative language, including similes and metaphors, in context.</p> <p>b. recognizes the meaning of common idioms, adages, and proverbs.</p> <p>c. recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figurative language, including similes and metaphors, in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>demonstrates a strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <p>a. interprets figurative language, including similes and metaphors, in context.</p> <p>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</p> <p>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
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PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	6.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RL.2	identifies a theme or central idea of a text; provides a basic list of events in a text.	identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RL.3	identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.	describes how the plot of a particular story or drama unfolds and how the characters change overall.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Detailed	6.RL.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.

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Detailed	6.RL.5	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text.	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Detailed	6.RL.6	identifies the point of view of the narrator or speaker in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.
Detailed	6.RL.7	determines the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she “sees” and “hears” when reading the text with what he or she perceives when listening or watching.	compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what he or she “sees” and “hears” when reading the text compared to what he or she perceives when listening or watching.
Detailed	6.RL.9	identifies various textual elements in different forms or genres with similar themes or topics.	determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading: Informational Text					
Detailed	6.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RI.2	identifies a central idea of a text; provides a basic list of events in a text.	identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RI.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas.
Detailed	6.RI.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of specific word choice.
Detailed	6.RI.5	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.

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Detailed	6.RI.6	identifies an author's explicit point of view or purpose in a text.	identifies an author's point of view or purpose in a text and identifies an example of where it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view and purpose in a text; provides textual evidence to show how the author's point of view and purpose are conveyed in the text.
Detailed	6.RI.7	identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	evaluates and synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.
Detailed	6.RI.8	identifies specific claims, reasoning, and evidence in a text.	determines the argument and specific claims, reasoning, and evidence in a text.	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim.
Detailed	6.RI.9	identifies explicit similarities or differences between two authors' presentations of events.	compares and contrasts the ways in which two authors present events differently.	compares and contrasts one author's presentation of events with that of another.	compares and contrasts one author's presentation of events with that of another; evaluates the effect and impact of the different presentations.

Writing					
Detailed	6.W.1	<p>writes arguments to support claims:</p> <p>a. introduces claim(s).</p> <p>b. supports claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to state the claim(s) and reasons.</p> <p>d. uses an informal style.</p> <p>e. provides a concluding statement or section that illogically follows from the argument presented.</p>	<p>writes arguments to support claims with clear reasons and evidence:</p> <p>a. introduces claim(s) and organizes the reasons and evidence with purpose.</p> <p>b. supports claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to state the relationships among claim(s) and reasons.</p> <p>d. establishes a formal style but does not consistently maintain it.</p> <p>e. provides a concluding statement or section that partially follows from the argument presented.</p>	<p>writes arguments to support claims with clear reasons and relevant evidence:</p> <p>a. introduces claim(s) and organizes the reasons and evidence clearly.</p> <p>b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. establishes and maintains a formal style.</p> <p>e. provides a concluding statement or section that follows from the argument presented.</p>	<p>writes arguments to support claims with clear reasons and relevant evidence:</p> <p>a. introduces solid claim(s) and organizes the reasons and evidence clearly and logically.</p> <p>b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons.</p> <p>d. establishes and maintains a formal style.</p> <p>e. provides a well-developed concluding section that clearly and logically follows from the argument presented.</p>

Detailed	6.W.2	<p>writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <p>a. partially introduces a topic; organizes ideas, concepts, and information, but inconsistently applies strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>b. develops the topic with facts.</p> <p>c. uses basic transitions to connect ideas and concepts.</p> <p>d. uses some domain-specific vocabulary to inform about or explain the topic.</p> <p>e. uses an informal style.</p> <p>f. provides a concluding statement or section that illogically follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content:</p> <p>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to connect ideas and concepts.</p> <p>d. uses some precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes a formal style but does not consistently maintain it.</p> <p>f. provides a basic concluding statement or section that partially follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes and maintains a formal style.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>a. clearly introduces a topic; logically organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation.</p> <p>b. develops the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples.</p> <p>c. uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to enhance the explanation of the topic.</p> <p>e. establishes and maintains a formal style.</p>
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				f. provides a concluding statement or section that follows from the information or explanation presented.	f. provides a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.
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Detailed	6.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	6.W.7-8	conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.

Listening					
Detailed	6.SL.2	recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.	recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.	interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.
Detailed	6.SL.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and recognizes that some claims are not supported by reasons and evidence.	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, critiquing claims and evaluating whether or not they are supported by reasons and evidence.

Language					
Detailed	6.L.1	<p>demonstrates some understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. can sometimes identify pronouns in the proper case (subjective, objective, and possessive) and inconsistently uses them.</p> <p>b. sometimes uses intensive pronouns (myself, ourselves).</p> <p>c. sometimes recognizes and corrects inappropriate shifts in pronoun number and person.</p> <p>d. inconsistently recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. identifies pronouns in the proper case (subjective, objective, and possessive) and generally ensures they are used appropriately.</p> <p>b. generally uses intensive pronouns (myself, ourselves).</p> <p>c. generally recognizes and corrects inappropriate shifts in pronoun number and person.</p> <p>d. generally recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. ensures that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. uses intensive pronouns (e.g., myself, ourselves).</p> <p>c. recognizes and corrects inappropriate shifts in pronoun number and person.</p> <p>d. recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. consistently ensures that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. uses intensive pronouns (e.g., myself, ourselves).</p> <p>c. recognizes and corrects inappropriate shifts in pronoun number and person.</p> <p>d. recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>

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Detailed	6.L.2	<p>demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. spells below-grade-level words correctly.</p>	<p>demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. spells most grade-level words correctly.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. spells grade-level words correctly.</p>	<p>demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. spells above-grade-level words correctly.</p>
Detailed	6.L.3	<p>uses basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently varies sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. occasionally maintains consistent style and tone.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. occasionally varies sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. generally maintains consistent style and tone.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. varies sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. maintains consistent style and tone.</p>	<p>uses strong knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. varies sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. maintains consistent style and tone.</p>

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Detailed	6.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy:</p> <p>a. uses below-grade Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a below-grade word or phrase.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:</p> <p>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>
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Detailed	6.L.5	<p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognizes figures of speech (e.g., personification) in context.</p> <p>b. inconsistently uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. inconsistently recognizes the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. recognizes figures of speech (e.g., personification) in context.</p> <p>b. generally uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. recognizes the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., personification) in context.</p> <p>b. uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., personification) in context.</p> <p>b. uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>
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PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	7.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RL.2	identifies a theme or central idea of a text; provides a sequence of events in a text.	identifies a theme or central idea of a text; provides a simple objective summary of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text.
Detailed	7.RL.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.
Detailed	7.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.

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Detailed	7.RL.5	identifies the structure of a text in a drama or poem.	describes the structure of a text, including how a drama's or poem's form or structure generally contributes to its meaning.	analyzes the structure of a text, including how a drama's or poem's form or structure contributes to its meaning.	analyzes and evaluates the structure of a text, including how a drama's or poem's form or structure contributes to its meaning and impact.
Detailed	7.RL.6	identifies the points of view of different characters or narrators in a text.	explains the differences in points of view of different characters or narrators in a text.	analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	analyzes and evaluates the effectiveness of how an author develops and contrasts the points of view of different complex characters or narrators in a text.
Detailed	7.RL.7	identifies similarities or differences between a written story, drama, or poem and its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	analyzes and critiques an audio, filmed, staged, or multimedia version of a written story, drama or poem as compared to its written version; evaluates the impact and effectiveness of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Detailed	7.RL.9	identifies similarities or differences between a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period; identifies how an author of fiction alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	compares and contrasts, then analyzes, a fictional portrayal of a time, place, or character and a historical account of the same period to understand and evaluate how authors of fiction use or alter history.

Reading: Informational Text					
Detailed	7.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RI.2	identifies a central idea of the text; provides a basic sequence of events or ideas in a text.	identifies two or more central ideas of a text; provides a summary of a text.	determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of a text.	evaluates two or more central ideas and analyzes their development over the course of the text; provides a comprehensive, objective summary of a text.
Detailed	7.RI.3	identifies some of the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	determines the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes and evaluates complex relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Detailed	7.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; recognizes that a specific word choice has an impact on meaning and tone.	distinguishes between literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the effect of a specific word choice on meaning and tone.
Detailed	7.RI.5	describes the structure an author uses to organize a text; identifies the major sections of the text.	determines the structure an author uses to organize a text; describes how the major sections contribute to the structure of the whole text or to the development of the ideas.	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the effectiveness of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; can articulate how a different text structure might impact the meaning of the text.

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Detailed	7.RI.6	identifies an author's purpose in a text and what distinguishes his or her position from that of others.	identifies an author's point of view or purpose in a text and describes how the author distinguishes his or her position from that of others.	determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others.	analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others to accomplish his or her purpose.
Detailed	7.RI.7	identifies similarities or differences between a text and an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, identifying how each medium portrays the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	evaluates the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Detailed	7.RI.8	traces the argument and a claim in a text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claims.	traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	explicates and evaluates the argument and specific claims in a complex text; cites specific language or examples in the text in an assessment of whether or not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Detailed	7.RI.9	describes how two or more authors writing about the same topic shape their presentations of key information.	describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	cites textual evidence in an evaluation of the different rhetorical effects used by two or more authors writing about the same topic and how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing					
Detailed	7.W.1	<p>writes arguments that include a claim supported by extratextual evidence:</p> <p>a. introduces claim(s) and organizes the reasons and evidence.</p> <p>b. supports claim(s), demonstrating a basic understanding of the topic or text.</p> <p>c. uses transitional words to link claim(s), reasons, and evidence.</p> <p>d. writes in an informal style.</p> <p>e. provides a concluding statement or section.</p>	<p>writes arguments to support claims with reasons and evidence:</p> <p>a. introduces claim(s) and organizes the reasons and evidence logically.</p> <p>b. supports claim(s) with reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to link claim(s), reasons, and evidence.</p> <p>d. establishes a formal style, but does not consistently maintain it.</p> <p>e. provides a concluding statement or section that follows from the argument presented.</p>	<p>writes arguments to support claims with clear reasons and relevant evidence:</p> <p>a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. establishes and maintains a formal style.</p> <p>e. provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>writes clear arguments to support claims with logical reasoning and relevant evidence:</p> <p>a. introduces supportable claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically.</p> <p>b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text.</p> <p>c. uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. establishes and maintains a formal style and an objective tone.</p> <p>e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.</p>

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Detailed	7.W.2	<p>writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <p>a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses basic transitions to link ideas and concepts.</p> <p>d. uses topic-appropriate language and vocabulary to inform about or describe the topic.</p> <p>e. uses an informal style.</p> <p>f. provides a concluding statement or section.</p>	<p>writes informative/explanatory text to explain a topic through the selection and organization of relevant content:</p> <p>a. introduces a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion.</p> <p>d. uses topic-appropriate language and vocabulary to inform about or explain the topic.</p> <p>e. establishes a formal style, but does not consistently maintain it.</p> <p>f. provides a concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.</p> <p>b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes and maintains a formal style.</p>	<p>writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content:</p> <p>a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.</p> <p>b. develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
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				<p>f. provides a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>e. establishes and maintains a formal style and an objective tone.</p> <p>f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.</p>
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Detailed	7.W.4-6	produces writing in which the development, organization, and style are appropriate to the task; develops writing by planning, revising, editing, or rewriting; edits for conventions; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; edits for conventions; uses technology to produce writing, as well as to connect ideas efficiently.
Detailed	7.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers information from a few sources; assesses the credibility of sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer an important question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Listening					
Detailed	7.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	explains the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study.	analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how well the ideas clarify a topic, text, or issue under study.
Detailed	7.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying the relevance of the evidence introduced.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real-world application, rhetorical analysis, or examination of discourse style.

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Language					
Detailed	7.L.1	<p>demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <p>a. recognizes the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. relies on simple, compound, and complex sentences to signal differing relationships among ideas.</p> <p>c. places phrases and clauses within a sentence.</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <p>a. identifies the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. chooses among simple, compound, complex, and compound-complex sentences to signal relationships among ideas.</p> <p>c. places phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>demonstrates correct application and command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. analyzes the function of phrases and clauses in general and explains their function in specific sentences.</p> <p>b. makes informed choices among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. effectively places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
Detailed	7.L.2	<p>demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses a comma to separate coordinate adjectives.</p> <p>b. spells below-grade-level words correctly.</p>	<p>demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses a comma to separate coordinate adjectives.</p> <p>b. spells most grade-level words correctly.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses a comma to separate coordinate adjectives.</p> <p>b. spells grade-level words correctly.</p>	<p>demonstrates correct application and command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses a comma to separate coordinate adjectives.</p> <p>b. spells above-grade-level words correctly.</p>

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Detailed	7.L.3	<p>uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. inconsistently chooses language that expresses ideas without wordiness and redundancy.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. chooses language that expresses ideas precisely and concisely, occasionally recognizing and eliminating wordiness and redundancy.</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. strategically chooses language that expresses ideas precisely and concisely, consciously recognizing and eliminating wordiness and redundancy.</p>
Detailed	7.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using at least one strategy:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using one or more strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

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		<p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>
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Detailed	7.L.5	<p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. inconsistently identifies figures of speech (e.g., literary, religious, and mythological allusions) in context.</p> <p>b. inconsistently identifies the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. inconsistently identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. identifies figures of speech (e.g., literary, religious, and mythological allusions) in context.</p> <p>b. identifies the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context.</p> <p>b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context to evaluate the effect of diction upon the text.</p> <p>b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to evaluate the effect of diction upon the text.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to evaluate the effect of diction upon the text.</p>
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PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literary Text					
Detailed	8.RL.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RL.2	identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a list of events from the text.	identifies a theme or central idea of a text and determines details or events that develop it; explains characters, setting, and plot; provides a simple, objective summary of the text.	determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; provides an objective summary of the text.	determines two or more themes or central ideas and analyzes their development over the course of a text; evaluates the theme(s) or central idea(s) and the relationship to narrative elements; provides a concise and comprehensive objective summary of the text.
Detailed	8.RL.3	identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.	describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.	analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.	analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.

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Detailed	8.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies words that impact meaning and tone.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; determines the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning and evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Detailed	8.RL.5	compares and contrasts the structure of two texts.	compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts, then evaluates for effectiveness, the structure of two or more texts, analyzing how the differing structure of each text contributes to meaning and style.
Detailed	8.RL.6	identifies that differences in the points of view of the characters or the reader affect the meaning of the text.	describes how differences in the points of view of the characters or the reader contribute to an understanding of the text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.	evaluates the impact of differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) and the effectiveness of creating suspense or humor in the text.
Detailed	8.RL.7	identifies the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	describes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script; critiques the choices made by the director or actors and proposes alternate treatments.

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Detailed	8.RL.9	identifies a relationship between a modern work of fiction and patterns of events or character types from myths, traditional stories, or religious works.	determines how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	evaluates how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works; evaluates the impact of the newly rendered material.
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Reading: Informational Text					
Detailed	8.RI.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RI.2	identifies a central idea of a text; provides a list of events or details from the text.	identifies a central idea of a text and describes its development over the course of a text; provides a simple, objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text.	determines and analyzes the central ideas of a text and analyzes their development over the course of a text; evaluates the strength of the supporting ideas; provides a comprehensive objective summary of the text.
Detailed	8.RI.3	identifies that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	evaluates how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Detailed	8.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	determines the meaning of basic words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Detailed	8.RI.5	identifies the structure of a specific paragraph in a text; describes the role of particular sentences in creating that structure.	describes the structure of a specific paragraph in a text and describes its effect on a text; describes the role of particular sentences in developing and refining a key concept.	analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	evaluates the effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.
Detailed	8.RI.6	identifies an author's point of view, perspective, and purpose in a text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints.	identifies an author's point of view, perspective, and purpose in a text and describes how the author acknowledges and responds to conflicting evidence or viewpoints.	determines an author's point of view, perspective, and purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	analyzes an author's point of view, perspective, and purpose in a text and evaluates the effect of how the author acknowledges and responds to conflicting evidence or viewpoints.
Detailed	8.RI.7	identifies differences or similarities in the presentation of a particular topic or idea as presented in different media (e.g., print or digital text, video, multimedia).	compares and contrasts the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea.	evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	evaluates and critiques the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence as support.
Detailed	8.RI.8	identifies the argument or specific claims in a text, describing the reasoning and evidence used to support the argument or claims.	describes the argument and specific claims in a text, discussing whether the reasoning is sound and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.	synthesizes the argument and specific claims in a text, citing specific language to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.
Detailed	8.RI.9	identifies a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree.	describes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact.	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation.	analyzes and evaluates a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each.

Writing					
Detailed	8.W.1	<p>writes arguments to support claims with reasons and evidence:</p> <p>a. introduces claim(s), states opposing claims, and organizes reasons and evidence.</p> <p>b. supports claims with extratextual evidence, demonstrating a basic understanding of the topic or text.</p> <p>c. uses transition words to link claim(s), counterclaims, reasons, and evidence.</p> <p>d. attempts to establish a formal style.</p> <p>e. provides a concluding statement or section.</p>	<p>writes arguments to support claims with reasons and relevant evidence:</p> <p>a. introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>b. supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes a formal style.</p> <p>e. provides a concluding statement or section that supports the argument presented.</p>	<p>writes arguments to support claims with clear reasons and relevant evidence:</p> <p>a. introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.</p> <p>b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes and maintains a formal style.</p> <p>e. provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>writes arguments to support claims with clear reasons and analysis of relevant evidence:</p> <p>a. introduces claims; acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity; and organizes the reasons and evidence logically.</p> <p>b. supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text.</p> <p>c. uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. establishes and maintains a formal style and objective tone that enhances the argument.</p> <p>e. provides a compelling concluding statement or section that follows from and supports the argument presented.</p>

Detailed	8.W.2	<p>writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <p>a. introduces a topic; attempts an organization of ideas, concepts, and information.</p> <p>b. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion.</p> <p>d. uses topic-appropriate language and vocabulary to inform.</p> <p>e. attempts a formal style.</p> <p>f. provides a concluding statement or section.</p>	<p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <p>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes a formal style.</p> <p>f. provides a concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <p>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables), when useful to aid comprehension.</p> <p>b. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes and maintains a formal style.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content:</p> <p>a. introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to enhance comprehension.</p> <p>b. develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts.</p>
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				<p>f. provides a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing.</p> <p>f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.</p>
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Detailed	8.W.4-6	produces writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas efficiently.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas in a dynamic way.
Detailed	8.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers relevant information from sources and redirects inquiry as appropriate; assesses the credibility of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and evaluation; gathers and synthesizes relevant information from multiple sources; assesses the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Listening					
Detailed	8.SL.2	identifies the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	determines the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes the motives (e.g., social, commercial, political) behind its presentation.	analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation.	analyzes and evaluates the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to critique the motives and evaluate the impact of the presentation.
Detailed	8.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying whether the reasoning is sound.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	traces and analyzes the argument and specific claims of a speaker, citing specific examples to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.

Language					
Detailed	8.L.1	<p>demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. recognizes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. inconsistently forms and uses verbs in the active and passive voice.</p> <p>c. inconsistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. describes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. forms and uses verbs in the active and passive voice.</p> <p>c. generally forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes and occasionally corrects inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. forms and uses verbs in the active and passive voice.</p> <p>c. forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. recognizes and corrects inappropriate shifts in verbals, voice, and mood.</p>	<p>demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. explains the function of verbals (gerunds, participles, infinitives) in general and evaluates their function in particular sentences.</p> <p>b. intentionally forms and uses verbs in the active and passive voice to achieve a desired style.</p> <p>c. strategically forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. analyzes and corrects inappropriate shifts in verbals, voice, and mood.</p>

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Detailed	8.L.2	<p>demonstrates awareness of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. inconsistently uses an ellipsis to indicate an omission.</p> <p>c. spells below-grade-level words correctly.</p>	<p>demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells most grade-level words correctly.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells grade-level words correctly.</p>	<p>demonstrates strong and purposeful command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. uses an ellipsis to indicate an omission.</p> <p>c. spells unfamiliar and above-grade level words correctly.</p>
Detailed	8.L.3	<p>attempts to apply the conventions of language when writing, speaking, reading, or listening:</p> <p>a. inconsistently uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <p>a. strategically uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>

Detailed	8.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using at least one strategy:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using one or more strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <p>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>
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Detailed	8.L.5	<p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. identifies figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular basic words to better understand each of the words.</p> <p>c. generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. uses the relationship between particular words to better understand each of the words.</p> <p>c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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