

Grade 3 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify the topic of a literary text • identify a detail from a literary text • identify a character or setting in a literary text • identify the topic of an informational text • identify a title, caption, or heading in an informational text • identify an illustration related to a given topic • identify a topic presented by an illustration • identify the meaning of words (i.e., nouns) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words <p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words <p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a statement related to an everyday topic 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text 	

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a topic of a literary text • identify a detail from a literary text • identify a character in a literary text • identify charts, graphs, diagrams, or timelines in an informational text • identify a topic of an informational text • use context to identify the meaning of multiple meaning words • identify general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the theme of literary text and identify supportive details • describe character traits using text-based details in literary text • determine the main idea of informational text • locate information in charts, graphs, diagrams, or timelines • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words <p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the theme of literary text and identify supportive details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words <p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe character traits using text-based details in literary text • use context to identify the meaning of multiple meaning words <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the theme of literary text and identify supportive details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify the concluding sentence in a short explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify a concluding sentence related to information in explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text 	

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify an event from the beginning of a literary text • identify a detail from a literary text • identify a character, setting and event in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify the difference in how information is presented in two sentences 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author’s point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author’s point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author’s point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify the category related to a set of common nouns 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify a sentence that is organized for a text structure such as comparison/contrast 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • support an explanatory text topic with relevant information 	

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify an event from the beginning or end of a literary text • identify a detail from a literary text • identify a character in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify a fact from an informational text • identify a description of an individual or event in an informational text • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in informational text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • summarize an informational text without including personal opinions • use details from the text to elaborate a key idea in informational text • use evidence from the text to support an author’s claim in informational text • summarize information presented in two informational texts • use domain specific words accurately 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • use details from a literary text to answer specific questions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in an informational text • use evidence from the text to support an author’s claim in informational text • use domain specific words accurately
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words 	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify an everyday order of events 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify transition words and phrases to convey a sequence of events in narrative text 	

Grade 7 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a theme from a literary text • identify an inference from a literary text • identify a conclusion from an informational text • identify a claim the author makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify the relationship between individuals or events in an informational text • use evidence from the text to support an author’s claim in informational text in informational text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author’s claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author’s claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • use details to support themes from literary text • use details to support inferences from literary text 	<ul style="list-style-type: none"> • use details to support themes from literary text • use details to support inferences from literary text 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a graphic that includes an event as described in a text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a sentence that provides a conclusion in narrative text 	

Level 1	Level 2	Level 3	Level 4
Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
In reading, he/she is able to: <ul style="list-style-type: none"> • identify a theme from a literary text • identify an inference from a literary text • identify a fact related to a presented argument in informational text • identify a similar topic in two informational texts • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words 	In reading, he/she is able to: <ul style="list-style-type: none"> • use details to support a conclusion from literary text • identify an inference drawn from an informational text • identify the portion of text which contains specific information • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words or phrases accurately 	In reading, he/she is able to: <ul style="list-style-type: none"> • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words and phrases accurately 	In reading, he/she is able to: <ul style="list-style-type: none"> • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words and phrases accurately
	AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>	
	<ul style="list-style-type: none"> • analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases 	<ul style="list-style-type: none"> • analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases 	
AND in writing, he/she is able to: <ul style="list-style-type: none"> • identify a writer’s opinion 	AND in writing, he/she is able to: <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify an idea relevant to a claim 	AND in writing, he/she is able to: <ul style="list-style-type: none"> • identify relevant information to support a claim 	

Grade 11 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a summary of a literary text • identify an event from a literary text • identify the central idea of an informational text • identify facts from an informational text • identify what an author tells about a topic in informational text • use context to identify the meaning of multiple meaning words • identify a word used to describe a person, place, thing, action or event 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • identify a conclusion from an informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify information which is unrelated to a given topic 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an argument to include introduction, claim, evidence, and conclusion • identify how to group information for a specific text structure 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify relevant information to address a given topic and support the purpose of a text 	