

Performance Level Descriptors

English Language Arts Grade 4

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Performance Level Descriptors

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards at each grade-level. Students receive a score based on their performance in each content area. The Student Performance Level is a categorical score.

Range performance levels are based on predetermined score ranges. The score ranges for each content area are set using a process in which Wisconsin educators carefully consider the academic standards, performance level descriptors, and test questions. There are four performance levels: *Developing*, *Approaching*, *Meeting*, and *Advanced*. The goal for all students is to score at the meeting or advanced level.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors** (PLDs). Range PLDs are descriptions of the knowledge and skills expected at each of the four performance levels. The Range PLDs are based on the approved 2020 state-adopted content standards.

PLDs show a *progression of knowledge and skills* expected across the performance levels. It is important to understand that a student should demonstrate an understanding of the knowledge and skills within a performance level *as well as all content and skills in any performance levels that precede it, if any*. For example, a student who is meeting expectations should also possess the knowledge and skills described at the developing and approaching performance levels.

Policy Performance Level Descriptors			
Developing	Approaching	Meeting	Advanced
Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is approaching the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning.	Student is meeting the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.	Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning.

Range Performance Level Descriptors

Reading: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Reading Strand – Key Ideas and Details

Developing	Approaching	Meeting	Advanced
<p>A student at this level can sometimes locate and refer to minimally relevant details when explaining what a text says explicitly. (RI&RL)</p>	<p>A student at this level can locate and refer to somewhat relevant details and evidence when explaining what a text says explicitly and make basic inferences. (RI&RL)</p>	<p>A student at this level can locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>A student at this level can locate and refer to ample relevant details and evidence when thoroughly explaining what a text says explicitly/implicitly and make extensive logical inferences. (RI&RL)</p>
<p>can minimally summarize texts, from a variety of genres, to determine a basic theme or central idea. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a simple theme or central idea and partially explain how it is supported by key details. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)</p>	<p>can summarize texts, from a variety of genres, to determine a theme or central idea and thoroughly explain how it is supported by key details. (RI&RL)</p>
<p>can minimally describe a character (explicit traits, motivations, and/or feelings), setting, or event, drawing on few or no details in the text. (RL)</p>	<p>can partially describe a character (traits, motivations, and/or feelings), setting, or event, drawing on some specific details in the text. (RL)</p>	<p>can describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)</p>	<p>can thoroughly describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)</p>
<p>can minimally explain explicit events, procedures, ideas, or concepts, including what happened and why, using limited or no evidence from the text. (RI)</p>	<p>can explain explicit events, procedures, ideas, or concepts, including what happened and why, based on at least one piece of evidence from the text. (RI)</p>	<p>can explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)</p>	<p>can thoroughly explain events, procedures, ideas, or concepts, including what happened and why, based on ample specific evidence from the text. (RI)</p>

Reading Strand – Craft and Structure			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can minimally or incompletely determine the meaning of words, phrases, figurative language, or academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can partially determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>	<p>A student at this level can fully determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL)</p>
<p>can minimally identify some structural elements such as verse, characters, settings, and stage directions. (RL)</p>	<p>can identify structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)</p>	<p>can identify and analyze structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)</p>	<p>can consistently identify and thoroughly analyze structural elements such as verse, rhythm, meter, characters, settings, dialogue, and stage directions. (RL)</p>
<p>can sometimes identify the overall structure with a limited use of terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>can identify the overall structure using some terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>can identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>can consistently identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>
<p>In literary text, can minimally or incompletely identify the point of view from which different stories are narrated. (RL)</p>	<p>In literary text, can sometimes identify the point of view from which different stories are narrated. (RL)</p>	<p>In literary text, can compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p>	<p>In literary text, can thoroughly compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)</p>
<p>In informational text, can minimally identify a primary or secondary source. (RI)</p>	<p>In informational text, can sometimes identify a primary and secondary source on the same event or topic. (RI)</p>	<p>In informational text, can compare and contrast a primary and secondary source on the same event or topic. (RI)</p>	<p>In informational text, can thoroughly compare and contrast a primary and secondary source on the same event or topic. (RI)</p>
Reading Strand – Integration of Knowledge and Ideas			

Developing	Approaching	Meeting	Advanced
<p>A student at this level can minimally explain how basic text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to a text. (RI&RL)</p>	<p>A student at this level can explain how basic text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to a text. (RI&RL)</p>	<p>A student at this level can explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)</p>	<p>A student at this level can thoroughly explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)</p>
<p>can minimally explain how some claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p>can partially explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p>can explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>	<p>can thoroughly explain how claims in a text are supported by relevant reasons and evidence. (RI)</p>
<p>can minimally recognize a few common genres. (RI&RL)</p>	<p>can recognize some genres and make shallow connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)</p>	<p>can recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)</p>	<p>can recognize genres and make deep connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)</p>

Writing: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Writing Strand – Text Types and Purposes

Developing	Approaching	Meeting	Advanced
<p>A student at this level can compose minimally reflective, formal, or creative writing, which may happen simultaneously or independently, for a limited variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can partially or inconsistently compose simple reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>A student at this level can consistently and skillfully compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>

<p>can write incomplete or basic text in a limited variety of modes:</p> <p>can write incomplete or basic opinion pieces, which may or may not support a point of view about a topic or text, state a minimally developed opinion, create an undeveloped organizational structure, and list limited or no reasons that support the opinion.</p>	<p>can write simple text in a variety of modes:</p> <p>can write simple opinion pieces which weakly support a point of view about a topic or text, state a partially developed opinion, create a basic organizational structure in which related ideas are grouped to partially support the writer's purpose, and partially list reasons that support the opinion.</p>	<p>can write text in a variety of modes:</p> <p>can write opinion pieces which support a point of view about a topic or text, state an opinion, create an organizational structure in which related ideas are grouped to support the writer's purpose, and list reasons that support the opinion.</p>	<p>can skillfully write text in a variety of modes:</p> <p>can write opinion pieces which thoroughly support a point of view about a topic or text, state a well-developed opinion, create a well-developed organizational structure in which related ideas are grouped to support the writer's purpose, and thoroughly list reasons that support the opinion.</p>
<p>can write incomplete or basic informative/explanatory texts, which minimally introduce a topic; group information in paragraphs and sections; occasionally include some formatting, illustrations, and multimedia when useful to aid comprehension; use limited facts, definitions, and details to minimally develop basic points.</p>	<p>can write simple informative/explanatory texts which weakly introduce a topic; partially group information in paragraphs and sections; include basic formatting, illustrations, and multimedia when useful to aid comprehension; use some facts, definitions, and details to develop points.</p>	<p>can write informative/explanatory texts which introduce a topic; group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; use facts, definitions, and details to develop points.</p>	<p>can skillfully write informative/explanatory texts which thoroughly introduce a topic; group ample related information in paragraphs and sections, and include thoughtful formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension; use ample facts, definitions, and details to develop points.</p>
<p>can minimally convey events, real or imagined, through incomplete or basic narrative/short stories to minimally develop limited experiences or events.</p>	<p>can partially convey events, real or imagined, through simple narrative/short stories to develop experiences or events using few descriptive details and inconsistent event sequences to partially establish a situation and introduce a narrator and/or characters.</p>	<p>can convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.</p>	<p>can skillfully convey events, real or imagined, through well-crafted narrative/short stories to thoroughly develop experiences or events using ample descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters.</p>
<p>can use basic dialogue and limited description of actions to minimally</p>	<p>can use simple dialogue and partial description of actions,</p>	<p>can use dialogue and description of actions, thoughts, and feelings</p>	<p>can skillfully use dialogue and description of actions, thoughts,</p>

develop limited experiences and events or show the responses of characters to situations.	thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	to develop experiences and events or show the responses of characters to situations.	and feelings to develop experiences and events or show the responses of characters to situations.
(organization) can create incomplete or basic writing that may or may not include a basic or incomplete introduction that minimally establishes a purpose, and a minimal concluding statement related to the body of the composition.	(organization) can create simple writing that includes a partially developed introduction that establishes a purpose and provides a partially developed concluding statement related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement related to the body of the composition.	(organization) can create writing that includes an introduction that establishes a purpose and provides a concluding statement related to the body of the composition.
(transitions) can use one or fewer phrases to signal event order and to weakly link and build loose connections between ideas, text, and events.	(transitions) can use some simple phrases to signal event order and to partially link and build connections between ideas, text, and events.	(transitions) can use phrases to signal event order and to link and build connections between ideas, text, and events.	(transitions) can use apt phrases to signal event order and to link and build connections between ideas, text, and events.
(word choice) can use one or fewer words to provide emphasis, addition, contrast, or order to loosely connect themes and ideas.	(word choice) can use occasional words to provide emphasis, addition, contrast, or order to partially connect themes and ideas.	(word choice) can experiment with words to provide emphasis, addition, contrast, or order to connect themes and ideas.	(word choice) can experiment with ample words to provide emphasis, addition, contrast, or order to skillfully connect themes and ideas.
Writing Strand – Production and Distribution of Writing			
Developing	Approaching	Meeting	Advanced
A student at this level can produce basic or incomplete short writing in which the development and organization are weak and minimally culturally-	A student at this level can produce simple short writing in which the development and organization are partially culturally-sustaining and	A student at this level can produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically	A student at this level can consistently and skillfully produce clear and coherent writing in which the development and organization are thoroughly culturally-sustaining and

sustaining and rhetorically authentic to task and purpose.	rhetorically authentic to task and purpose.	authentic to task, purpose, and audience.	rhetorically authentic to task and purpose.
can produce basic or incomplete writing in which the development and organization are minimally appropriate to task, purpose, and audience; respond minimally to questions and suggestions from peers and add sparse details to minimally strengthen writing as needed by limited planning, revising, and editing.	can produce short, adequate writing in which the development and organization are partially appropriate to task, purpose, and audience; partially respond to questions and suggestions from peers and add some details to strengthen writing as needed by planning, revising, and editing.	can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.	can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience; respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
With guidance and support from adults and peers, can use simple digital tools to produce and publish short, basic writing, including minimal collaboration with peers; can learn to produce incomplete or basic writing through printing, cursive, and/or typing.	With guidance and support from adults and peers, can partially use some digital tools to produce and publish short writing, including collaboration with peers; can learn to partially produce short writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type less than one page in a single sitting.	With guidance and support from adults and peers, can use digital tools to produce and publish writing, including collaboration with peers; can learn to produce writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type a minimum of one page in a single sitting.	With guidance and support from adults and peers, can effectively use digital tools to produce and publish writing, including engaged collaboration with peers; can learn to produce writing through printing, cursive, and/or typing, with sufficient keyboarding skills to type a minimum of one page in a single sitting.
Writing Strand – Inquiry to Build and Present Knowledge			
Developing	Approaching	Meeting	Advanced
A student at this level can conduct incomplete or basic inquiry projects that minimally build knowledge through investigation of a single aspect of a topic.	A student at this level can partially or inconsistently conduct basic inquiry projects that partially build knowledge through investigation of two aspects of a topic.	A student at this level can conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.	A student at this level can consistently and effectively conduct short, thorough inquiry projects that skillfully build knowledge through investigation of different aspects of a topic.

can recall limited information from experiences or gather minimal information from print and digital sources; can take incomplete notes on sources, incompletely categorize information, or provide a limited list of sources.	can recall some information from experiences or gather partial information from print and digital sources; can take some basic notes on sources, partially categorize information, or provide a list of sources.	can recall information from experiences or gather information from print and digital sources; can take notes on sources and categorize information and provide a list of sources.	can thoroughly recall information from experiences or gather ample information from print and digital sources; can effectively take notes on sources and skillfully categorize information and provide a thorough list of sources.
can recall incomplete or basic explicit facts from literary or informational texts to support basic analysis, reflection, or inquiry.	can recall some facts from literary or informational texts to support partial analysis, reflection, and inquiry.	can recall facts from literary or informational texts to support analysis, reflection, and inquiry.	can recall ample facts from literary or informational texts to skillfully support analysis, reflection, and inquiry.
<p>Language: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</p>			
<p>Language Strand – Knowledge of Language</p>			
Developing	Approaching	Meeting	Advanced
<p>A student at this level can demonstrate a basic or incomplete understanding of how language functions in different cultures, contexts, and disciplines.</p>	<p>A student at this level can partially or inconsistently demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; can apply this knowledge to comprehend more fully when reading and listening and make somewhat effective choices when composing, creating, and speaking.</p>	<p>A student at this level can demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.</p>	<p>A student at this level can consistently and effectively demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; skillfully apply this knowledge to comprehend more fully when reading and listening and make effective choices when composing, creating, and speaking.</p>
can minimally compare and contrast basic ways in which	can partially compare and contrast some ways in which	can compare and contrast the ways in which language is used in	can thoroughly compare and contrast the ways in which

language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).	language is used in familiar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
can minimally determine the language demands of basic familiar writing and speaking situations and sometimes respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can partially determine the language demands of some varied writing and speaking situations and occasionally respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can determine the language demands of varied writing and speaking situations; can respond appropriately (e.g., formal writing and presentations; personal writing and conversations).	can consistently determine the language demands of varied writing and speaking situations; can respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
can minimally identify simple examples of precise and concise language when reading and rarely choose words and phrases to convey ideas precisely when writing and speaking.	can inconsistently identify examples of precise and concise language when reading and occasionally choose words and phrases to convey some ideas precisely when writing and speaking.	can identify examples of precise and concise language when reading and choose words and phrases to convey ideas precisely when writing and speaking.	can consistently identify examples of precise and concise language when reading and skillfully choose words and phrases to convey ideas precisely when writing and speaking.
can rarely choose punctuation for effect.	can occasionally choose punctuation for effect.	can choose punctuation for effect.	can skillfully choose punctuation for effect.

Language – Vocabulary Acquisition and Use

Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely determine or clarify the meaning of basic unknown and multiple-meaning words and phrases in grade-level reading and content; can use limited context clues, minimally analyze some meaningful word parts, consult</p>	<p>A student at this level</p> <p>can partially or inconsistently determine or clarify the meaning of some unknown and multiple-meaning words and phrases in grade-level reading and content; can use some context clues, partially analyze meaningful word parts, consult some general and</p>	<p>A student at this level</p> <p>can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply</p>	<p>A student at this level</p> <p>can consistently and effectively determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; skillfully use context clues, thoroughly analyzes meaningful word parts, consistently consults general and</p>

basic general and specialized reference materials, and minimally apply few word-solving strategies (for meaning) as appropriate.	specialized reference materials, and inconsistently apply word-solving strategies (for meaning) as appropriate.	word-solving strategies (for meaning) as appropriate.	specialized reference materials, and applies ample word-solving strategies (for meaning) as appropriate.
can use explicit context as a clue to the meaning of a basic word or phrase.	can use explicit context as a clue to the meaning of some words or phrases.	can use context as a clue to the meaning of a word or phrase.	can consistently and effectively use context as a clue to the meaning of a word or phrase.
can consult simple print and digital reference materials for meaning and pronunciation of basic words.	can occasionally consult print and digital reference materials for meaning and pronunciation.	can consult print and digital reference materials for meaning and pronunciation.	can effectively consult print and digital reference materials for meaning and pronunciation.
can demonstrate basic or incomplete understanding of figurative language, word relationships, or nuances in word meanings.	can partially demonstrate simple understanding of some figurative language, word relationships, or nuances in word meanings.	can demonstrate understanding of figurative language, word relationships, and nuances in word meanings	can demonstrate thorough understanding of figurative language, word relationships, and nuances in word meanings.
can incompletely or minimally determine the meaning of words and phrases as they are used in a text.	can partially determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.	can determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.	can consistently determine the meaning of words and phrases as they are used in a text, including figurative language, such as similes and metaphors.
can minimally explain simple common idioms and proverbs; can understand basic words by relating them to synonyms and antonyms; can make basic or incomplete connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can occasionally explain idioms and proverbs; partially understand words by relating them to synonyms and antonyms; make simple connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can explain common idioms and proverbs; understand words by relating them to synonyms and antonyms; make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).	can thoroughly explain idioms and proverbs; thoroughly understand words by relating them to synonyms and antonyms; make deep connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

can minimally or incompletely demonstrate a limited ability to collaboratively build vocabulary knowledge when encountering unknown words, including basic cultural, general academic, and discipline-specific terms and phrases; can sometimes use basic vocabulary appropriate to the context and situation.	can partially demonstrate an ability to collaboratively or independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use simple vocabulary appropriate to the context and situation.	can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; can use vocabulary appropriate to the context and situation.	can thoroughly demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words, including cultural, general academic, and discipline-specific terms and phrases; skillfully uses effective vocabulary appropriate to the context and situation.
can incompletely or minimally identify or use basic phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can occasionally identify or use simple phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	can consistently identify and skillfully use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Language – Conventions of Standardized English			
Developing	Approaching	Meeting	Advanced
<p>A student at this level</p> <p>can minimally or incompletely demonstrate contextually appropriate use of the conventions of basic standardized English grammar and usage when writing or speaking; can minimally discern when and where it is appropriate to use basic standardized English.</p>	<p>A student at this level</p> <p>can partially or inconsistently demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can inconsistently discern when and where it is appropriate to use standardized English.</p>	<p>A student at this level</p> <p>can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.</p>	<p>A student at this level</p> <p>can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking; can discern when and where it is appropriate to use standardized English.</p>

<p>can minimally or incompletely use or explain the intended purpose in basic conventions with familiar relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).</p>	<p>can partially use or explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).</p>	<p>can appropriately use and explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).</p>	<p>can consistently and effectively use and explain the intended purpose in conventions with relative pronouns and adverbs, prepositional phrases, order of adjectives, adjectives, adverbs, conjunctions, compound, and complex sentences, and easily confused words (e.g., to, too, two).</p>
<p>can demonstrate basic or incomplete use of the conventions of standardized English capitalization, punctuation, and spelling when writing basic text; ; can rarely discern when and where it is appropriate to use standardized English.</p>	<p>can demonstrate inconsistent or partial use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can inconsistently discern when and where it is appropriate to use standardized English.</p>	<p>can demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.</p>	<p>can consistently and effectively demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing; can discern when and where it is appropriate to use standardized English.</p>
<p>can minimally or incompletely use or explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in simple compound sentences, spelling familiar words correctly, and using basic reference materials to solve words as needed.</p>	<p>can sometimes use or explain the intended purpose in conventions with capitalization, quotation marks for speech, commas and quotation marks for quotations, commas in compound sentences, spelling of familiar words correctly, and using reference materials to solve words as needed.</p>	<p>can appropriately use and explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in compound sentences, spelling of grade-level words correctly, and using reference materials to solve words as needed.</p>	<p>can consistently and effectively use and explain the intended purpose in conventions with capitalization, commas and quotation marks for quotations, commas in compound sentences, spelling of grade-level words correctly, and using reference materials to solve words as needed.</p>