

# Grade 3 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition problems</li> <li>• identify growing number patterns</li> <li>• identify an object showing a specified number of parts shaded</li> <li>• identify which object has the greater number of parts shaded</li> <li>• identify an object equally divided in two parts</li> <li>• identify the number of objects to be represented in a pictograph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• identify an arrangement of objects which represents factors in a problem</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• identify a set of objects as nearer to 1 or 10</li> <li>• identify a representation of the area of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>	
	<ul style="list-style-type: none"> <li>• identify geometric figures which are divided into equal parts</li> </ul>	<ul style="list-style-type: none"> <li>• round numbers to nearest 10</li> <li>• identify geometric figures which are divided into equal parts</li> <li>• count unit squares to compute the area of a rectangle</li> </ul>	

# Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify an array with the same number of objects in each row</li> <li>• identify values rounded to nearest tens place</li> <li>• identify equivalent representations of a fraction (e.g., shaded diagram)</li> <li>• compare representations of a fraction (e.g., shaded diagram)</li> <li>• identify a rectangle with the larger or smaller perimeter</li> <li>• identify a given attribute of a shape</li> <li>• identify the data drawn in a bar graph that represents the greatest value</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a model to an multiplication expression using two single digit numbers</li> <li>• identify a model of a multiplicative comparison</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• differentiate parts and wholes</li> <li>• compute the perimeter of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100, or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>	
	<ul style="list-style-type: none"> <li>• identify equivalent fractions</li> <li>• select a 2-dimensional shape with a given attribute</li> </ul>	<ul style="list-style-type: none"> <li>• solve a multiplicative comparison word problem using up to two-digit numbers</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• identify equivalent fractions</li> </ul>	

# Grade 5 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve one-step subtraction word problems</li> <li>• divide sets (no greater than 6) into two equal parts</li> <li>• identify values in the tenths place</li> <li>• identify a number in the ones, tens or hundreds place</li> <li>• identify a given axis of a coordinate plan</li> <li>• match the conversion of 3 feet to 1 yard to a model</li> <li>• calculate elapsed time (i.e., hours)</li> <li>• identify whether the values increase or decrease in a line graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify if the total will increase or decrease when combining sets</li> <li>• perform operations with decimals</li> <li>• identify a symbolic representation of the addition of two fractions</li> <li>• identify place values to the hundredths place</li> <li>• convert standard measurements</li> </ul> <p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul> <p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p> <ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul>

# Grade 6 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a model of a given percent</li> <li>• match a given unit rate to a model</li> <li>• identify a representation of two equal sets</li> <li>• identify a number less than zero on a number line</li> <li>• identify the meaning of an unknown in a modeled equation</li> <li>• count the number of grids or tiles inside a rectangle to find the area of a rectangle</li> <li>• identify the object that appears most frequently in a set of data (mode)</li> <li>• identify a representation of a set of data arranged into even groups (mean)</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a given ratio to a model</li> <li>• recognize a representation of the sum of two halves</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify a representation of a value less than zero</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul> <p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• perform operations using up to three-digit numbers</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• determine the meaning of a value from a set of positive and negative integers</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul> <p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p> <ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> <li>• solve word problems using ratios and rates</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>

# Grade 7 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a representation which represents a negative number and its multiplication or division by a positive number</li> <li>• identify representations of area and circumference of a circle</li> <li>• identify representations of surface area</li> <li>• make qualitative comparisons when interpreting a data set presented on a bar graph or in a table</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a given ratio to a model</li> <li>• identify the meaning of an unknown in a modeled equation</li> <li>• describe a directly proportional relationship (i.e., increases or decreases)</li> <li>• find the surface area of three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve division problems with positive/negative whole numbers</li> <li>• solve word problems involving ratios</li> <li>• use a proportional relationship to solve a percentage problem</li> <li>• identify proportional relationships between quantities represented in a table</li> <li>• identify unit rate (constant of proportionality) in tables and graphs of proportional relationships</li> <li>• compute the area of a circle</li> <li>• find the surface area of a three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve division problems with positive/negative whole numbers</li> <li>• solve word problems involving ratios</li> <li>• identify proportional relationships between quantities represented in a table</li> <li>• compute the area of a circle</li> <li>• find the surface area of a three-dimensional right prism</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>	
	<ul style="list-style-type: none"> <li>• solve multiplication problems with positive/negative whole numbers</li> <li>• interpret graphs to qualitatively contrast data sets</li> </ul>	<ul style="list-style-type: none"> <li>• solve multiplication problems with positive/negative whole numbers</li> <li>• evaluate variable expressions that represent word problems</li> <li>• interpret graphs to qualitatively contrast data sets</li> </ul>	

# Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate a given decimal number on a number line</li> <li>identify the relatively larger data set when given two data sets presented in a graph</li> <li>identify congruent rectangles</li> <li>identify similar rectangles</li> <li>identify an attribute of a cylinder</li> <li>identify a rectangle with the larger or smaller area as compared to another rectangle</li> <li>identify an ordered pair and its point on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify the solution to an equation which contains a variable</li> <li>identify the y-intercept of a linear graph</li> <li>match a given relationship between two variables to a model</li> <li>identify a data display that represents a given situation</li> <li>interpret data presented in graphs to identify associations between variables</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate approximate placement of an irrational number on a number line</li> <li>solve a linear equation which contains a variable</li> <li>identify the relationship shown on a linear graph</li> <li>calculate slope of a positive linear graph</li> <li>compute the change in area of a figure when its dimensions are changed</li> <li>solve for the volume of a cylinder</li> <li>plot provided data on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate approximate placement of an irrational number on a number line</li> <li>solve a linear equation which contains a variable</li> <li>identify the relationship shown on a linear graph</li> <li>compute the change in area of a figure when its dimensions are changed</li> <li>plot provided data on a graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>	
	<ul style="list-style-type: none"> <li>identify congruent figures</li> <li>use properties of similarity to identify similar figures</li> <li>interpret data tables to identify the relationship between variables</li> </ul>	<ul style="list-style-type: none"> <li>interpret data presented in graphs to identify associations between variables</li> <li>interpret data tables to identify the relationship between variables</li> <li>use properties of similarity to identify similar figures</li> <li>identify congruent figures</li> </ul>	

# Grade 11 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• arrange a given number of objects into two sets in multiple combinations</li> <li>• match an equation with a variable to a provided real world situation</li> <li>• determine whether a given point is or is not part of a data set shown on a graph</li> <li>• identify an extension of a linear graph</li> <li>• use a table to match a unit conversion</li> <li>• complete the formula for area of a figure</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the model that represents a square number</li> <li>• identify variable expressions which represent word problems</li> <li>• identify the hypotenuse of a right triangle</li> <li>• identify the greatest or least value in a set of data shown on a number line</li> <li>• identify the missing label on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• compute the value of an expression that includes an exponent</li> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• find the missing attribute of a three-dimensional figure</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>	
	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> </ul>	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> <li>• identify a histogram which represents a provided data set</li> </ul>	

# Grade 3 ELA Performance Level Descriptors

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

# Grade 4 ELA Performance Level Descriptors

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

## Grade 5 ELA Performance Level Descriptors

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

## Grade 6 ELA Performance Level Descriptors

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

## Grade 7 ELA Performance Level Descriptors

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Low text complexity -</b>	<b>Low text complexity -</b>	<b>Moderate text complexity -</b>	<b>High text complexity -</b>

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

## Grade 8 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>

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

# Grade 11 ELA Performance Level Descriptors

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