

ISTAR Grade 10 ELA Performance Level Descriptors (PLDs)

Developing Proficiency	Meeting Proficiency	Exceeding Proficiency
<p>A Developing Proficiency student demonstrates emerging engagement with low-complexity literature and nonfiction text and emerging writing skills.</p>	<p>A Meeting Proficiency student demonstrates proficient engagement with low- to moderately complex literature and nonfiction text, and emerging engagement with highly complex text. He/she displays writing skills in addition to skills defined under Developing Proficiency.</p>	<p>An Exceeding Proficiency student demonstrates exemplary engagement with low- to highly complex literature and nonfiction text. He/she displays writing skills in addition to skills defined under Meeting and Developing Proficiency.</p>
Reading		
<p>Text Complexity Definitions</p> <ul style="list-style-type: none"> ❖ Low text complexity: brief text with familiar ideas; short, simple sentences; and substantial graphic support ❖ Moderate text complexity: longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support ❖ High text complexity: longer text with more complex ideas and textual features, a variety of sentence structures including phrases and transition words, some grade-level or near grade-level vocabulary, and minimal graphic support 		
<p>While reading a text with <i>low complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify specific details and examples in a literature or nonfiction text to explain what the text says explicitly. • identify the central idea in a literature or nonfiction text. • identify an author’s purpose in a nonfiction text. • identify the meaning of words with context. 	<p>While reading a text with <i>low to moderate complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • use specific details and examples in a literature or nonfiction text to explain what the text says explicitly. • determine the central idea or theme in a literature or nonfiction text. • analyze the development of the central idea of a literature or nonfiction text. • recognize how characters develop over the course of a work of literature. • determine an author’s purpose in a nonfiction text. • use context to identify the meaning of words or phrases. <hr/> <p>While reading a text with <i>high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify specific details and examples in a literature or nonfiction text to explain what the text says explicitly. • determine the central idea in a literature or nonfiction text. 	<p>While reading a text with <i>low to high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • use specific details and examples in a literature or nonfiction text to explain what the text says explicitly. • use specific details and examples in a literature or nonfiction text to support inferences. • determine the central idea or theme in a literature or nonfiction text. • analyze the development of the theme or central idea of a literature or nonfiction text. • recognize details that support how an author’s claims are developed within a nonfiction text. • recognize and evaluate the argument and specific claims in a nonfiction text. • determine an author’s perspective or purpose in a nonfiction text. • analyze an author’s choices concerning how to structure a work of literature. • recognize how characters develop and interact with other characters in a work of literature. • use context to identify the meaning of words or phrases.

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Writing		
<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • make an appropriate word choice in a sentence. • select relevant information to support a given research topic. • identify appropriate transition words in a sequence of events. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • use appropriate words to make writing more precise or descriptive. • identify an introductory sentence to a narrative, informative or argumentative paragraph. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • develop claims with relevant evidence. • identify an ending or concluding statement to a narrative, informative or argumentative paragraph that follows from and reflects events or information in the paragraph.