

ISTAR Grade 3 ELA Performance Level Descriptors (PLDs)

Developing Proficiency	Meeting Proficiency	Exceeding Proficiency
A Developing Proficiency student demonstrates emerging engagement with low-complexity literature and nonfiction text and emerging writing skills.	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.	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.
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 text with a <i>low complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • identify characters in a literature text (<i>by their traits, or feelings</i>). • identify a main event (<i>beginning or end</i>) in a folktale, fable, or tall tale. • identify the main idea in a nonfiction text. • answer questions using support from the text. • identify a topic presented by an illustration. 	<p>While reading a text with <i>low to moderate complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • describe a character in a literature text (<i>their traits, motivations or feelings</i>). • identify the main events (<i>beginning and end</i>) in a folktale, fable, or tall tale. • identify key details to support the main idea. • answer questions explicitly stated in the text. • identify the problem or solution in a nonfiction text. • use context clues to determine the meaning of unknown words. <p>While reading a text with <i>high complexity</i>, a student is able to:</p> <ul style="list-style-type: none"> • determine the main idea in a nonfiction text. • answer questions explicitly stated in the 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"> • retell the main events in a folktale, fable, or tall tale. • answer questions explicitly stated in the text. • determine the main idea of a nonfiction text and identify a key detail to support the main idea. • use information from text features (e.g., <i>charts, maps</i>) in an informational text to answer questions. • arrange events in chronological order. • use context clues to determine the meaning of unknown words.
Writing		
<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • identify the topic as it relates to the paragraph or information. • identify the simple CVC spelling within a sentence. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • identify the topic for an introductory paragraph. • identify the CVCe spelling within a sentence. • capitalize appropriate words in titles. 	<p>AND in writing, a student is able to:</p> <ul style="list-style-type: none"> • identify spelling patterns for high frequency words within the context of a sentence. • use commas in locations and addresses.