

## ISTAR Grade 4 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.
<b>Reading</b>		
<p><b>Text Complexity Definitions</b></p> <ul style="list-style-type: none"> <li>❖ <b>Low text complexity:</b> brief text with familiar ideas; short, simple sentences; and substantial graphic support</li> <li>❖ <b>Moderate text complexity:</b> longer text with more complex ideas, a mixture of simple and compound sentences, and some graphic support</li> <li>❖ <b>High text complexity:</b> 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</li> </ul>		
<p><b>While reading text with a <i>low complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• identify a main event (<i>beginning or end</i>) in the story, myth, legend or novel.</li> <li>• identify a character, the setting or event within a literature text.</li> <li>• identify the main idea in a nonfiction text.</li> <li>• identify the meaning of basic words within the context of a sentence.</li> </ul>	<p><b>While reading a text with <i>low to moderate complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• identify the main events in the story, myth, legend or novel.</li> <li>• identify key details to support the main idea.</li> <li>• use knowledge of text features (<i>chart, table, heading, graph</i>) to locate information and gain understanding from a nonfiction text.</li> </ul> <hr/> <p><b>While reading a text with <i>high complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• identify the character, the setting or event within a literature text.</li> <li>• identify the main idea of a nonfiction text.</li> </ul>	<p><b>While reading a text with <i>low to high complexity</i>, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• use specific details in a literature or nonfiction text to explain what the text says explicitly.</li> <li>• describe a character, setting or event in a story or play, drawing on specific details in the text for support.</li> <li>• determine the main idea of a nonfiction text and identify a key detail(s) to support the main idea.</li> <li>• use specific details in a literature or nonfiction text to support inferences.</li> <li>• use knowledge of text features (<i>chart, table, heading, graph</i>) to locate information and gain understanding from a nonfiction text.</li> </ul>

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Writing		
<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a simple sentence (vs. sentence fragments).</li> <li>• identify familiar conjunctions (e.g. <i>and, but</i>) to combine two simple statements.</li> <li>• identify the topic sentence as it relates to the paragraph or information.</li> <li>• identify the CVC spelling within a sentence.</li> </ul>	<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• identify simple and compound sentences (vs. sentence fragments or run-ons).</li> <li>• identify the correct use of prepositions within a sentence.</li> <li>• organize events using transition words.</li> <li>• identify the topic or concluding sentence as it relates to the information provided.</li> <li>• identify the CVCe spelling within a sentence.</li> </ul>	<p><b>AND in writing, a student is able to:</b></p> <ul style="list-style-type: none"> <li>• identify complex sentences.</li> <li>• organize events using transition words and phrases.</li> <li>• provide an ending to a narrative writing.</li> <li>• identify the phonetic spelling within a sentence.</li> <li>• provide a fact or detail to support an opinion.</li> </ul>