

**Missouri Assessment Program Achievement Level Descriptors (ALDs)  
Grade 4 ELA (Fall 2014-Spring 2017)**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p>Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts, and in writing. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing, or exhibit little command of the conventions of standard English.</p>	<p>Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts, and in writing. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text, and in writing. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.</p>

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**Reading Literary and Informational**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<p><b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b></p>	<p><b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b></p>
<ul style="list-style-type: none"> <li>• use inaccurate or minimal to no details and information from text to answer questions.</li> <li>• inaccurately determine meaning of words and phrases including literal and nonliteral language.</li> </ul>	<ul style="list-style-type: none"> <li>• use general information from the text to partially support answers and inferences.</li> <li>• identify and/or summarize basic central ideas or events in texts.</li> <li>• determine basic meanings of some words using context, word relationships, structure .</li> <li>• determine basic figurative language, literacy devices or connotative meanings of words and phrases in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences using the text explicitly.</li> <li>• determine theme and main idea of a text and how it is supported by relevant key details and examples.</li> <li>• summarize text or portions of the text.</li> <li>• describe in depth a character, setting, or event drawing on specific, relevant details.</li> <li>• determine the meaning of words and phrases using context clues, affixes and root words, antonyms and synonyms .</li> <li>• explain major differences between poems, drama and prose and refer to structural elements when writing.</li> <li>• compare and contrast point of view, difference between first and third person.</li> <li>• compare and contrast themes and patterns in stories, myths, and literature from different cultures.</li> <li>• explain events, procedures, ideas, or</li> </ul>	<ul style="list-style-type: none"> <li>• use some explicit and implicit textual evidence to support conclusions drawn from text.</li> <li>• determine the intended meanings of words based on context, word relationships and structure.</li> <li>• interpret figurative language/literary devices and connotative meanings of words and phrases.</li> <li>• use extensive detail to interpret and compare how information is presented across texts.</li> </ul>

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		<p>concepts in a text.</p> <ul style="list-style-type: none"> <li>• describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text .</li> <li>• compare and contrast firsthand and secondhand accounts of the same event or topic.</li> <li>• explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• integrate relevant information from two texts on the same topic.</li> <li>• explain the meaning of similes, metaphors, idioms, adages, proverbs.</li> </ul>	
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**Writing**

<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>• minimal to no use of grade appropriate, general academic and domain-specific words and phrases including those that signal precise actions or emotions.</li> <li>• demonstrate minimal or no command of the conventions of standard English grammar, usage, capitalization, punctuation and</li> </ul>	<ul style="list-style-type: none"> <li>• partially revise and edit writing.</li> <li>• limited use of grade appropriate, general academic and domain-specific words and phrases including those that signal precise actions or emotions.</li> <li>• demonstrate limited command of the conventions of standard</li> </ul>	<ul style="list-style-type: none"> <li>• choose words, phrases and punctuation to convey ideas and for effect.</li> <li>• use of grade appropriate, general academic and domain-specific words and phrases including those that signal precise actions or emotions.</li> <li>• revise and edit writing.</li> </ul>	<ul style="list-style-type: none"> <li>• use of complex grade appropriate, general academic and domain-specific words and phrases including those that signal precise actions or emotions.</li> </ul>

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spelling.	English grammar, usage, capitalization, punctuation and spelling.	<ul style="list-style-type: none"> <li>demonstrate competent command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</li> </ul>	
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**Listening**

Below Basic	Basic	Proficient	Advanced
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level:</b>
<ul style="list-style-type: none"> <li>minimally use details in information presented orally to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>determine the main idea of information presented orally.</li> </ul>	<ul style="list-style-type: none"> <li>paraphrase portions of information presented.</li> <li>identify the reasons and evidence a speaker provides to support particular points.</li> <li>answer questions and determine the main ideas and relevant supporting details of information presented orally.</li> </ul>	<ul style="list-style-type: none"> <li>critically interpret and use most relevant information delivered orally.</li> </ul>

**Research**

Below Basic	Basic	Proficient	Advanced
<b>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level:</b>	<b>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level to:</b>	<b>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level to:</b>	<b>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level to:</b>
<ul style="list-style-type: none"> <li>gather irrelevant or incomplete information from sources.</li> </ul>	<ul style="list-style-type: none"> <li>gather basic or general information from sources.</li> <li>categorize basic information.</li> </ul>	<ul style="list-style-type: none"> <li>gather relevant information from sources .</li> <li>categorize relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>locate most relevant information to support central ideas and to integrate information.</li> </ul>