

Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 4 ELA

Below Basic	Basic	Proficient	Advanced
<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, listening, and speaking forms. 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, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. 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 of the conventions of standard English.</p>	<p>Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept 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 media (in different genres) and in writing, listening, and speaking forms. 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 (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.</p>	<p>Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. 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 at a more complex level, 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, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.</p>

Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 4 ELA

Reading Literary and Informational			
Below Basic	Basic	Proficient	Advanced
Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level	In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level	In addition to demonstrating understanding and applying the skills at the Basic level, students at this level	In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level

Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 4 ELA

<ul style="list-style-type: none"> • use inaccurate, minimal, or no details and information from text to answer questions and explain inferences. • inaccurately determine meaning of words and phrases including literal and nonliteral language. 	<ul style="list-style-type: none"> • use general information from the text to partially support answers and inferences and/or reference textual evidence. • identify and/or summarize basic central ideas or events in texts. • determine basic meanings of some words using context, word relationships, structure. • determine basic figurative language, literacy devices, or connotative meanings of words and phrases in texts. 	<ul style="list-style-type: none"> • draw inferences using the text explicitly and reference textual evidence explicitly. • determine theme and main idea of a text and how it is supported by relevant key details and examples. • summarize text or portions of the text. • describe in depth a character, setting, or event drawing on specific, relevant details. • determine the meaning of words and phrases using context clues, affixes, and root words. • use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. • explain major differences among poetry, drama, and prose and refer to structural elements when writing. • compare and contrast point of view and explain differences between first- and third- person narrative. 	<ul style="list-style-type: none"> • use some explicit and implicit textual evidence to support conclusions and inferences drawn from text. • expertly determine the intended meaning of words based on context, word relationships, and structure as it applies to more difficult text and/or of identifying more complex relationships and thinking. • interpret and build upon figurative language/literary devices and connotative meanings of words and phrases. • use extensive detail to interpret and compare how information is presented across texts.
--	--	--	--

Missouri Assessment Program Performance Level Descriptors (PLD's)
Grade 4 ELA

		<ul style="list-style-type: none">• compare and contrast themes and patterns in stories, myths, and literature from different cultures.• explain events, procedures, ideas, or concepts in a text.• describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.• compare and contrast firsthand and secondhand accounts of the same event or topic.• explain how an author uses reasons and evidence to support particular points in a text.• integrate relevant information from two texts on the same topic.• explain the meaning of common idioms, figurative language, and complete analogies.• comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	
--	--	---	--

Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 4 ELA

Writing

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • demonstrate minimal to no use of grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions or emotions. • demonstrate minimal or no command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • apply writing process to develop a text for varying audiences and purposes. • partially revise and edit writing. • demonstrate limited use of grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions or emotions (use very simplistic vocabulary). • demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • apply writing process to develop a text for varying audiences and purposes. • choose words, phrases, and punctuation to convey ideas and for effect. • demonstrate use of grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions or emotions. • revise and edit writing. • demonstrate limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • apply the research process to gather, analyze, evaluate, and use information from a variety of sources. 	<ul style="list-style-type: none"> • demonstrate ability to determine the most appropriate text structure (or use multiple structures within a written piece) to apply to the writing process and compose text for a variety of audiences and purposes. • demonstrate use of complex grade-appropriate general academic and domain-specific words and phrases including those that signal precise actions or emotions.

Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 4 ELA

Listening

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • demonstrate minimal recall or use of details from information presented orally to answer questions. 	<ul style="list-style-type: none"> • partially or inaccurately determine the main idea of information presented orally. 	<ul style="list-style-type: none"> • paraphrase portions of information presented orally (through read-aloud or diverse media formats). • answer questions and determine the main ideas and relevant supporting details of information presented orally. 	<ul style="list-style-type: none"> • Summarize and critically interpret and use most relevant information delivered orally through diverse media formats.

Missouri Assessment Program Performance Level Descriptors (PLD's)

Grade 4 ELA

Research

Below Basic	Basic	Proficient	Advanced
<p>Students at Below Basic demonstrate a minimal command of skills and processes. Students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Below Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Basic level, students at this level</p>	<p>In addition to demonstrating understanding and applying the skills at the Proficient level, students at this level</p>
<ul style="list-style-type: none"> • gather irrelevant, incorrect, or incomplete information from sources (print or digital sources). • minimally summarize or paraphrase information from print or digital sources. 	<ul style="list-style-type: none"> • gather basic or general information from print and digital sources. • identify basic information from a variety of sources • inconsistently paraphrase information from print or digital sources. 	<ul style="list-style-type: none"> • locate and gather relevant information from a variety of sources. • identify relevant information from a variety of sources. • accurately paraphrase and cite sources to give credit for other's work/ideas. 	<ul style="list-style-type: none"> • locate relevant information from multiple (and a variety of) print and digital sources to support central ideas and integrate information with accuracy and sophistication.