# 4th Grade English — Performance Level Descriptors

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
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| **Production of Writing (POW)**<br>Students apply their understanding of the conventions of Standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts. | A student performing at the Needs Support level:  
- identifies the progression of ideas in a paragraph.  
- is working on identifying the purpose of an individual sentence in a paragraph.  
- identifies the main idea of an individual paragraph.  
- identifies logical relationships between individual sentences. | A student performing at the Close level:  
- determines where a sentence best fits within a paragraph to develop a specific idea within the paragraph and improve cohesion.  
- provides an introductory sentence that explicitly states the main idea of a paragraph.  
- uses a transition word to express an obvious contrast between two sentences. | A student performing at the Ready level:  
- determines the best place to add or delete a sentence so that it completes or connects ideas in a paragraph.  
- provides a sentence that logically introduces or concludes a paragraph by summarizing its main idea.  
- uses a transition word to logically connect two closely related sentences within a paragraph. | A student performing at the Exceeding level:  
- determines where a sentence best fits within a paragraph in order to accomplish a specific purpose.  
- provides a sentence that logically connects information in a paragraph to support the main idea.  
- uses a transition word to logically connect nonadjacent ideas within a paragraph or to express a contrasting relationship between two sentences in an essay. |
| **Knowledge of Language (KLA)**<br>Students demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts. | A student performing at the Needs Support level:  
- is working on the knowledge and skills needed to clearly express a simple idea in a sentence.  
- distinguishes between a formal or informal tone in a sentence. | A student performing at the Close level:  
- revises a word in a sentence to express a simple idea more precisely.  
- uses words and phrases within a sentence that are consistent with the formal or informal tone of the entire sentence. | A student performing at the Ready level:  
- revises a phrase in a sentence to express a simple idea more precisely.  
- uses words and phrases within a sentence that are consistent with the formal or informal tone of the paragraph containing the sentence. | A student performing at the Exceeding level:  
- uses language that conveys simple ideas and descriptions precisely and vividly.  
- makes effective language choices that are consistent with the overall tone of an essay.  
- uses the appropriate word to express a simple contrast within a sentence. |
| **Conventions of Standard English (CSE)**<br>Students apply their understanding of the conventions of Standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts. | A student performing at the Needs Support level:  
- is working on using the correct possessive form of pronouns.  
- recognizes errors in coordination between two independent clauses.  
- recognizes errors in capitalization of proper nouns and comma use in simple sentences. | A student performing at the Close level:  
- uses the correct possessive form of a pronoun in a sentence with a structure that is simple for fourth-grade students.  
- uses appropriate coordination to combine two simple clauses to form a compound sentence.  
- recognizes and corrects errors in capitalization of proper nouns. | A student performing at the Ready level:  
- uses a verb that agrees with its subject and is consistent with verb tense established in the sentence.  
- forms regular and irregular plural nouns and common verbs.  
- recognizes and corrects common errors in comparative and superlative adjective or adverb forms in simple sentences.  
- uses prepositions appropriate to the context.  
- recognizes and corrects obvious errors in sentence structures, such as fragments.  
- recognizes and corrects comma errors in a compound sentence.  
- uses apostrophes to indicate possession when the possessive relationship is clear. | A student performing at the Exceeding level:  
- uses the appropriate comparative adjective or adverb forms in compound and complex sentences.  
- recognizes and corrects less obvious errors in sentence structure, such as somewhat subtle fragments and run-ons.  
- recognizes and corrects less obvious comma errors in sentences with compound and complex structures.  
- recognizes and corrects possessive apostrophe usage with nouns that end in "s". |