

4th Grade English — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
Production of Writing (POW) Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization, topical unity, and general cohesion in grade-level appropriate narrative and informational texts.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> 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) 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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> 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) 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.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> 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. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> 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".