

Grade 4 English Language Arts Performance Level Descriptors

Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 4 English Language Arts. A student at this level has an **emerging ability** to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.

When reading literary text, a student at the **Limited Level** can:

- Explain what the text says explicitly and draw simple inferences from the text;
- Identify an explicitly stated theme in a story, drama, or poem; determine the details in the text;
- Identify a character, setting, or event in a story or drama, drawing on explicitly stated details in the text;
- Determine the meaning of basic words and phrases as they are used in a text, including those alluding to significant characters in mythology, through explicitly stated details;
- Explain obvious differences between poems, drama, and prose, and refer to basic structural elements;
- Compare and contrast explicitly stated points of view from which different stories are narrated; identify first- and third-person narrations;
- Identify explicit details that connect the text of a story or drama with the visual or oral presentation of the text;
- Identify similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

When reading informational text, a student at the **Limited Level** can:

- Explain what the text says explicitly and draw simple inferences from the text;
- Identify an explicitly stated main idea and key details of a text;
- Identify events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text;
- Determine the meaning of basic academic and domain-specific words and phrases through explicitly stated details;
- Identify the structure of events, ideas, concepts, or information in part of a text;
- Identify whether texts written on the same event or topic are a firsthand or secondhand account;
- Identify explicit details presented visually, orally, or quantitatively;
- Identify reasons and evidence to support particular points in a text;
- Use information from one text in order to write or speak about the subject knowledgeably.

When writing, a student at the **Limited Level** can:

- Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very limited progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions;
- Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Basic

A student performing at the **Basic Level** demonstrates partial command of Ohio’s Learning Standards for Grade 4 English Language Arts. A student at this level has a **general ability** to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.

When reading literary text, a student at the **Basic Level** can:

- Explain what the text says explicitly and draw simple inferences; refer to details and examples in text when explaining what the text says explicitly;
- Determines an explicitly stated theme in a story, drama, or poem; determine the key details in the text;
- Describe a character, setting, or event in a story or drama, drawing on explicitly stated details in the text;
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology, through explicitly stated details;
- Explain differences between poems, drama, and prose, and refer to basic structural elements;
- Compare and contrast explicitly stated points of view from which different stories are narrated, including differences between first- and third-person narrations;
- Identify details that connect the text of a story or drama with the visual or oral presentation of the text;
- Describe the treatment of similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

When reading informational text, a student at the **Basic Level** can:

- Explain what the text says explicitly, referring to details and examples from the text, and draw simple inferences from the text;
- Determine an explicitly stated main idea of a text and determine key details; provide a simple summary of the text;
- Describe events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text;
- Determine the meaning of general academic and domain-specific words and phrases through explicitly stated details;
- Identify the overall structure of events, ideas, concepts, or information in a text or part of a text;
- Identify a firsthand and secondhand account of the same event or topic;
- Interpret information presented visually, orally, or quantitatively;
- Describe how an author uses reasons and evidence to support particular points in a text;
- Identify explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably with support.

When writing, a student at the **Basic Level** can:

- Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and limited progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and word choice;
- Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 4 English Language Arts. A student at this level has a **consistent ability** to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.

When reading literary text, a student at the **Proficient Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
- Determine the theme of a story, drama, or poem and summarize the text;
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text;
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology;
- Explain major differences between poems, drama, and prose, and refer to the structural elements;
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations;
- Make connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text;
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

When reading informational text, a student at the **Proficient Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text;
- Determine the main idea of a text and explain how it is supported by key details; summarize the text;
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text;
- Determine the meaning of general academic and domain-specific words and phrases;
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text;
- Compare and contrast a firsthand and secondhand account of the same event or topic, describing the difference in focus and the information provided;
- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text in which it appears;
- Explain how an author uses reasons and evidence to support particular points in a text;
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

When writing, a student at the **Proficient Level** can:

- Demonstrate a consistent ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;
- Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 4 English Language Arts. A student at this level has a **superior ability** to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.

When reading literary text, a student at the **Accelerated Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text;
- Determine an implicit theme of a story, drama, or poem; summarize the text;
- Describe in depth a character, setting, or event in a story or drama, drawing on implicit details in the text;
- Determine the meaning of unfamiliar words and phrases as they are used in a text, based on implicit textual support;
- Explain how major differences between poems, drama, and prose affect meaning, and refer to complex structural elements;
- Compare and contrast implicit points of view from which different stories are narrated, including differences between first- and third-person narrations;
- Make connections between information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text;
- Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures.

When reading informational text, a student at the **Accelerated Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text;
- Determine an implicit main idea of a text and explain, using textual evidence, how it is supported by key details; summarize the text;
- Analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation;
- Determine the meaning of general academic and domain-specific words and phrases based on implicit textual support;
- Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text;
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe, using textual evidence, the difference in focus and the information provided;
- Analyze information presented visually, orally, or quantitatively and explain how the information contributes to and extends the overall understanding of the text in which it appears;
- Analyze how an author uses reasons and evidence to support particular points in a text;
- Integrate complex and inferred information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

When writing, a student at the **Accelerated Level** can:

- Demonstrate a superior ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;

- Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 4 English Language Arts. A student at this level has a **sophisticated ability** to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.

When reading literary text, a student at the **Advanced Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text;
- Determine an implicit theme of a story, drama, or poem by referring to key details; objectively summarize the text;
- Describe in depth a character, setting, or event in a story or drama, drawing on implicitly stated details in the text and relationships with other characters or events in the text;
- Determine the meaning of unfamiliar words and phrases as they are used in a text, by making connections to subtle, sparse textual support;
- Explain how major and minor differences between poems, drama, and prose affect meaning, and refer to complex structural elements;
- Compare and contrast implicit points of view from which different stories are narrated, including shifting points of view and the difference between first- and third-person narrations;
- Make connections between implicit information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text;
- Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures; make higher level inferences to identify support used by authors.

When reading informational text, a student at the **Advanced Level** can:

- Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text;
- Determine an implicit main idea using implicit textual evidence and explain how it is supported by key details; objectively summarize the text;
- Analyze complex events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using implicit evidence from the text to justify the explanation;
- Determine the meaning of general academic and domain-specific words and phrases by making connections to subtle, sparse textual support;

- Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text; consider the effects of alternate structures on the meaning of the text;
- Compare and contrast multiple firsthand and secondhand accounts of the same event or topic; describe, using textual evidence and implicit details, the difference in focus and the information provided;
- Evaluate information presented visually, orally, or quantitatively and use evidence to show how the information contributes and extends the text;
- Analyze how an author uses reasons and evidence to support particular points in a text, tracing the development of the author's point;
- Integrate complex and inferred information and textual evidence from two texts on the same topic in an organized manner in order to write or speak about a complex subject knowledgeably.

When writing, a student at the **Advanced Level** can:

- Demonstrate a sophisticated ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language;
- Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics.