

**ENGLISH  
LANGUAGE  
ARTS  
GRADE 4**

**Theory of Action:** Academic standards represent a collective commitment around what students should learn each year. The state assessment asks students to demonstrate their knowledge, skills, and understanding related to these standards using a common measure. The resulting data allows us to see patterns in performance that should guide school and district improvement, helping identify areas of strength and opportunity.

**Role of Performance Level Descriptors in Defining Proficiency:** Performance level descriptors bridge the state assessment to classroom instruction and the systems of formative assessments that guide local instruction and choices about individual students. *Academic proficiency represents a range of observable student performance characteristics.* There are multiple pathways to proficiency, and students rely upon their strengths differently within that range of performance.

**Proficiency and Difficulty:** A student’s ability to demonstrate proficiency is influenced by the complexity of the texts or stimuli presented, tasks they’re asked to complete, and the contexts in which they are engaged. As student performance improves, students are typically able to handle more challenging texts/stimuli, tasks, and contexts, and are able to demonstrate their skills and knowledge more accurately and consistently.

\***Thorough** - Complete, detailed, and covering all aspects of something with great attention to detail.

\***Accurate** - Free from errors, correct, and precise in details or measurements.

\***Inconsistent** - Lacking uniformity, contradictory, or not staying the same over time.

\***Inaccurate** - Containing errors, incorrect, or not precise.

**Claim 1: Reading Literary Text<sup>i</sup>**

<p><b>Level 4: Above Proficient</b> Student performance indicates the ability to <u>thoroughly</u>:</p>	<ul style="list-style-type: none"> <li>• Use details and examples to identify explicit and implicit evidence to support meaning.</li> <li>• Determine a story’s theme and summarize its main events.</li> </ul>
<p><b>Level 3: Proficient</b> Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> <li>• Describe a character, setting, or event in depth using specific text details.</li> <li>• Explain key differences between poems, drama, and prose with examples.</li> </ul>
<p><b>Level 2: Approaching Proficient</b> Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> <li>• Compare first- and third-person narration, analyzing how perspective shapes events.</li> <li>• Connect a text to its visual or oral version, noting how each reflects descriptions.</li> </ul>
<p><b>Level 1: Below Proficient</b> Student performance indicates the ability to <u>inaccurately</u>:</p>	<ul style="list-style-type: none"> <li>• Compare themes, topics, and event patterns in stories, myths, or literature from different cultures.</li> </ul>

**Claim 2: Reading Informational Text<sup>ii</sup>**

<p><b>Level 4: Above Proficient</b> Student performance indicates the ability to <u>thoroughly</u>:</p>	<ul style="list-style-type: none"> <li>• Use details and examples to identify explicit and implicit evidence to support meaning.</li> <li>• Determine the main idea, explain its key supporting details, and summarize without irrelevant information.</li> </ul>
<p><b>Level 3: Proficient</b> Student performance indicates the ability to <u>accurately</u>:</p>	<ul style="list-style-type: none"> <li>• Explain events, procedures, ideas, or concepts using specific text details.</li> <li>• Describe a text’s structure (e.g., chronology, comparison, cause/effect, problem/solution).</li> </ul>
<p><b>Level 2: Approaching Proficient</b> Student performance indicates the ability to <u>inconsistently</u>:</p>	<ul style="list-style-type: none"> <li>• Compare firsthand and secondhand accounts of the same event or topic for differences in focus or information.</li> <li>• Interpret charts, graphs, diagrams, timelines, or animations and explain their role in understanding the text.</li> </ul>
<p><b>Level 1: Below Proficient</b> Student performance indicates the ability to <u>inaccurately</u>:</p>	<ul style="list-style-type: none"> <li>• Explain how reasons and evidence support the author’s points.</li> <li>• Integrate information from two texts on the same topic to show understanding.</li> </ul>

Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a prose-constructed response. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

### Claim 3: Reading Vocabulary (In both literary and informational texts)<sup>iii</sup>

<b>Level 4: Above Proficient</b> Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none"><li>Interpret the contextual meaning of words and phrases using context clues and provide evidence to support meaning (e.g., roots and affixes, figurative language, synonyms, and antonyms).</li></ul>
<b>Level 3: Proficient</b> Student performance indicates the ability to <u>accurately</u> :	
<b>Level 2: Approaching Proficient</b> Student performance indicates the ability to <u>inconsistently</u> :	
<b>Level 1: Below Proficient</b> Student performance indicates the ability to <u>inaccurately</u> :	

### Claim 4: Written Expression (Using both literary and informational prompts)<sup>iv</sup>

<b>Level 4: Above Proficient</b> Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none"><li>Address a prompt and provide development of a topic and/or narrative elements (e.g., establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue) by using reasoning supported by text-based evidence, details, and/or description. The development is appropriate to the task, purpose, and audience.</li><li>Demonstrate coherence, clarity, and cohesion with well-organized ideas that are logically connected and easy to follow. Include an effective introduction and conclusion.</li><li>Demonstrate command of language accurately explaining, describing, and/or comparing ideas using concrete words and phrases, sensory details, linking and transitional words, and domain-specific vocabulary.</li></ul>
<b>Level 3: Proficient</b> Student performance indicates the ability to <u>accurately</u> :	
<b>Level 2: Approaching Proficient</b> Student performance indicates the ability to <u>inconsistently</u> :	
<b>Level 1: Below Proficient</b> Student performance indicates the ability to <u>inaccurately</u> :	

### Claim 5: Knowledge of Written Language and Conventions<sup>v</sup>

<b>Level 4: Above Proficient</b> Student performance indicates the ability to <u>thoroughly</u> :	<ul style="list-style-type: none"><li>Demonstrate command of the conventions of Standard English at an appropriate level of complexity. This includes mechanics (e.g., punctuation, capitalization, and spelling), grammar, and usage, and the extent to which the conventions impact whether the meaning is clear.</li></ul>
<b>Level 3: Proficient</b> Student performance indicates the ability to <u>accurately</u> :	
<b>Level 2: Approaching Proficient</b> Student performance indicates the ability to <u>inconsistently</u> :	
<b>Level 1: Below Proficient</b> Student performance indicates the ability to <u>inaccurately</u> :	

<sup>i</sup> Includes standards RL 4.1, RL 4.2, RL 4.3, RL 4.5, RL 4.6, RL 4.7, RL 4.9

<sup>ii</sup> Includes standards RI 4.1, RI 4.2, RI 4.3, RI 4.5, RI 4.7, RI 4.8, RI 4.9

<sup>iii</sup> Includes standards RL 4.4, RI 4.4, L 4.4, L 4.5, L 4.6

<sup>iv</sup> Includes standards W 4.1, W 4.2, W 4.3, W 4.4, W 4.5, W 4.6, W 4.7, W 4.8, W 4.9, W 4.10

<sup>v</sup> Includes standards L 4.1, L 4.2, L 4.3, L 4.6, W 4.1