

DLM[®] Performance Level Descriptors–ELA: Grade 3

Year-End Model

<p>Emerging</p>	<p>A student who achieves at the emerging performance level typically can identify familiar people, objects, or places; identify feeling words; identify sequences; and identify text structure when reading literature and informational text.</p> <p>The student indicates and identifies familiar people, objects, or places associated with a text by</p> <ul style="list-style-type: none"> • recognizing similar and different physical characteristics of objects • understanding words for absent objects or people • attending to object characteristics when verbally cued • seeking objects that are absent or are of interest to the student <p>The student identifies feeling words by</p> <ul style="list-style-type: none"> • identifying personal feelings <p>The student identifies sequences and text structure by</p> <ul style="list-style-type: none"> • noticing new objects • identifying forward sequences from familiar routines <p>When writing, the student</p> <ul style="list-style-type: none"> • attends to objects, people, or pictures • makes a choice between two objects
<p>Approaching the Target</p>	<p>A student who achieves at the approaching the target performance level typically can identify details and facts, demonstrate an understanding of language, identify feeling words, and identify text structure when reading literature and informational text.</p> <p>The student identifies details and facts by</p> <ul style="list-style-type: none"> • recognizing similar or different physical characteristics of objects • identifying and understanding relationships between concrete details • answering who or what questions about texts <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words with the same, similar, or different meanings • identifying real-world uses of words <p>The student identifies and understands feeling words by</p> <ul style="list-style-type: none"> • identifying the feelings of characters <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • recognizing pictures from familiar texts <p>When writing, the student</p> <ul style="list-style-type: none"> • selects a familiar topic • connects two or more words

<p>At Target</p>	<p>A student who achieves at the at target performance level typically can identify details and facts, demonstrate an understanding of language, identify feelings, and recognize text structure when reading literature and informational text.</p> <p>The student identifies details and facts by</p> <ul style="list-style-type: none"> • identifying concrete details • answering who, what, when, where, or why questions <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining words or phrases that complete literal sentences from texts <p>The student identifies feelings by</p> <ul style="list-style-type: none"> • identifying personal feelings • identifying character feelings <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • determining which event comes first in a text • using text features to locate information • identifying common elements in two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • uses facts and details to write about a topic • expresses more than one idea
<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can recognize details, facts, and supporting points and reasons made by the author; demonstrate an understanding of language; identify feelings; and recognize text structure when reading literature and informational text.</p> <p>The student recognizes details, facts, and supporting points and reasons made by the author by</p> <ul style="list-style-type: none"> • associating concrete details with events <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding definitions for unambiguous words in a text • identifying words or phrases to complete literal sentences <p>The student identifies feelings by</p> <ul style="list-style-type: none"> • relating characters' feelings to their actions <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying the temporal order of information or events in a text • using text features to locate information • comparing elements of two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • selects an informational topic • includes information from resources to support the topic • expresses complete thoughts

DLM Performance Level Descriptors—ELA: Grade 4

Year-End Model

<p>Emerging</p>	<p>A student who achieves at the emerging performance level typically can identify familiar people, objects, or places; identify text elements; and demonstrate an understanding of language when reading literature and informational text.</p> <p>The student identifies people, objects, or places associated with a text by</p> <ul style="list-style-type: none"> • attending longer to a new object that has been added to a pair of familiar, identical objects • indicating a similar object from a group of two similar objects and one different object • indicating a different object from a group of two identical objects and one different object • naming objects from pictures • indicating objects or pictures from named categories • indicating familiar people, objects, or places <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying character actions • identifying major events <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words with similar or different meanings <p>When writing, the student</p> <ul style="list-style-type: none"> • identifies familiar people, objects, or places • understands object names • understands that letters are used to write words • identifies the first letter of their name • recognizes when a letter is uppercase or lowercase
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<p>Approaching the Target</p>	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • describing characters • identifying how characters' actions result in consequences • identifying the theme of a familiar story <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • providing real-world connections between words and their uses <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • using pictures or objects related to the text to learn additional information • identifying the beginning, middle, and end of a text • determining when two different texts on the same topic make a similar statement <p>When writing, the student</p> <ul style="list-style-type: none"> • identifies words that describe familiar people, objects, or places • uses letters to create words • demonstrates an understanding of capitalization
<p>At Target</p>	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying details related to people, events, or ideas • comparing key details • identifying the theme of a familiar story <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words with opposite meanings • determining which words in a text relate to explicit information <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • determining when two different texts on the same topic make a similar statement <p>When writing, the student</p> <ul style="list-style-type: none"> • identifies words, facts, details, or other information related to a topic • spells words phonetically using letter-sound knowledge and common spelling patterns • capitalizes the first letter of a sentence

<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • using details to describe characters, settings, and events • using details to answer questions • identifying the overall topic of a text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words with similar meanings <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • determining if a text provides information about events, gives directions, or provides information on a topic • comparing and contrasting details in two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • provides facts, details, or other information related to the topic • spells words with inflectional endings • uses correct capitalization when writing a title
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DLM Performance Level Descriptors—ELA: Grade 5

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify familiar people, objects, or places associated with a text; identify text elements; demonstrate an understanding of language; and identify text structure when reading literature and informational text.</p> <p>The student identifies familiar people, objects, or places associated with a text by</p> <ul style="list-style-type: none"> • identifying an object associated with a familiar routine • indicating objects with a given property • interacting with an object in an expected way • indicating objects that are the same • identifying familiar people, objects, or places <p>The student indicates text elements by</p> <ul style="list-style-type: none"> • identifying character actions in a story • identifying major events in a familiar story • identifying the setting of a familiar story • understanding the relationship among multiple concrete facts or details <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying real-world uses of words • identifying words with similar or different meanings <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying objects or illustrations from familiar texts <p>When writing, the student</p> <ul style="list-style-type: none"> • identifies words that describe familiar people, objects, or places • makes a choice between two objects • demonstrates an understanding of who, what, when, where, or why questions
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<p>Approaching the Target</p>	<p>A student who achieves at the approaching the target performance level typically can identify objects associated with a text, identify text elements, and demonstrate an understanding of language when reading literature and informational text.</p> <p>The student identifies objects associated with a text by</p> <ul style="list-style-type: none"> • identifying objects within a category <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying and comparing characters • identifying details • identifying the setting • identifying major events • identifying the narrator • identifying how a character's actions result in consequences • finding similarities between key details • identifying two points made by the author, how they relate to each other, and reasons that support them <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining the meaning of unambiguous words <p>When writing, the student</p> <ul style="list-style-type: none"> • identifies details related to a personal experience • produces facts and details about a topic
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At Target	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • comparing different characters • finding similarities and differences between key details • identifying reasons that support points made by the author • determining the narrator's point of view <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using sentence context to identify a missing word • using context clues to determine meaning • identifying domain-specific words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • using text features to locate information • comparing and contrasting details in two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces an informational topic • conveys information about the topic • provides facts or details related to the topic
Advanced	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • contrasting different characters • determining which details contribute to the main idea of a paragraph • identifying examples that support the points made by the author <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding the use of word choice to influence the meaning of a text <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • comparing and contrasting the main points of two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces an informational topic • includes one or more facts or details related to the topic • conveys both ideas and information

DLM Performance Level Descriptors—ELA: Grade 6

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify familiar people, objects, places, or routines; demonstrate an understanding of language; and identify text structure when reading literature and informational text.</p> <p>The student identifies familiar people, objects, places, or routines associated with a text by</p> <ul style="list-style-type: none"> • identifying actions in familiar routines • identifying similar or different objects • identifying objects within a category <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding action words • using property words to identify familiar objects • identifying descriptive words • determining words that complete literal sentences in texts <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • differentiating between text and pictures • identifying illustrations from familiar texts <p>When writing, the student</p> <ul style="list-style-type: none"> • makes a choice between two objects • identifies words that describe familiar people, objects, or things • demonstrates an understanding of who, what, when, where, or why questions • identifies details about a personally relevant photograph or object
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Approaching the Target	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying character feelings and associated actions • identifying details • identifying events <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words with opposite meanings • identifying words with multiple meanings • determining word meaning using context clues <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • understanding the purpose of a text's structure <p>When writing, the student</p> <ul style="list-style-type: none"> • selects a topic • includes one fact about the topic
At Target	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying the main idea • determining explicit and implicit details • identifying details that defend a claim <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding words with similar or different meanings • understanding the meaning of similes and metaphors <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • recognizing that titles reflect text structure • comparing perspectives between two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces an informational topic • includes facts and details related to the topic

<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying the consequences of character actions • identifying the author's point of view • identifying details that support claims • identifying explicit information and where inferences can be drawn <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using semantic clues to identify word meaning • identifying synonyms and antonyms • identifying figures of speech <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • determining how facts, steps, or events fit the text structure <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic and uses clear organization • includes one or more facts or details related to the topic
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DLM Performance Level Descriptors–ELA: Grade 7

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify familiar people or objects, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies familiar people or objects associated with a text by</p> <ul style="list-style-type: none"> • understanding the function of objects • anticipating the consequences of a pattern of actions with objects <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying characters • identifying details • identifying the setting • identifying major events <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding words for absent objects or people <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • differentiating between text and pictures • matching a picture representation with a real object <p>When writing, the student</p> <ul style="list-style-type: none"> • makes a choice between two objects • identifies words that describe familiar people, places, things, or events • understands that specific members belong to categories • understands that objects have a function • identifies the first letter in their name • demonstrates understanding of who, what, when, where, or why questions • identifies functional words to describe common people, places, objects, or events • draws conclusions based on category knowledge • recognizes the first word to read on a page • uses letters to create words
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<p>Approaching the Target</p>	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • answering explicit questions • identifying key points made in a text • recognizing the main idea of a paragraph <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying the definition of a word <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying the beginning and end of a familiar text • determining the structure of a text • recognizing that titles reflect text structure and purpose • identifying common elements in two texts on the same subject <p>When writing, the student</p> <ul style="list-style-type: none"> • includes information about a topic • strengthens the message of written work by adding more information • recognizes domain-specific words in text • recognizes end punctuation • uses spelling patterns in familiar words to spell new words
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<p>At Target</p>	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying the main idea • understanding the relationship among individuals, events, or ideas <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding the meaning of idioms and figures of speech • using context to identify the meaning of multiple-meaning words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • understanding sequencing • understanding how parts of the text affect overall text structure • identifying similarities or differences between two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces an informational topic and conveys ideas and information • provides facts, details, or information related to the topic • selects domain-specific vocabulary • uses end punctuation • spells words phonetically using letter-sound knowledge and common spelling patterns
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Advanced	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • understanding the relationship between story elements • summarizing a familiar informative text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining how word choice persuades or informs <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • comparing and contrasting details between two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic and uses clear organization • includes one or more facts or details related to the topic • uses domain-specific vocabulary • uses commas • spells words with inflectional endings
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DLM Performance Level Descriptors—ELA: Grade 8

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify familiar people or objects, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies familiar people or objects associated with a text by</p> <ul style="list-style-type: none"> • understanding the functions of objects • identifying objects associated with a familiar routine or purpose • identifying objects within a category • identifying familiar people <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • understanding personal opinions <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying descriptive words • identifying similar or different meanings of words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying a forward sequence in a familiar routine <p>When writing, the student</p> <ul style="list-style-type: none"> • makes a choice between two objects • identifies words that describe familiar people, places, things, or events • uses single words to communicate • identifies when objects belong in a broader category • identifies the end of a familiar routine • understands who, what, when, where, or why questions • identifies perceptual words to describe common people, places, objects, or events • produces a two-word message • draws conclusions based on category knowledge • indicates an ending
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Approaching the Target	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying details • identifying character actions • identifying a character's response to a challenge • identifying emotional change in characters • identifying the main points of a text • identifying details that support the main ideas <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining the literal meaning of words and phrases <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying the beginning, middle, and end of a familiar story <p>When writing, the student</p> <ul style="list-style-type: none"> • includes information about a topic • provides facts, details, or other information related to the topic • connects two or more words • selects domain-specific vocabulary • produces a concluding sentence
At Target	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • associating character actions with their causes • identifying multiple main ideas in a text • identifying the relationship between points and supporting reasons • identifying implicit information in a story • identifying the author's point of view and purpose for writing a text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using context to identify the meaning of multiple-meaning words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying structural similarities between two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces an informational topic and conveys ideas and information • includes one or more facts or details related to the topic • expresses a complete thought • uses domain-specific vocabulary • produces a conclusion

Advanced	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying inferred information • identifying a summary of a text that uses details • comparing theme, plot, or story elements of two stories • comparing authors' viewpoints in two texts <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining the connotative meaning of words and phrases <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying deviations from chronological order in a text • identifying the structural similarities or differences between two texts • comparing and contrasting two different types of text <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic clearly and uses clear organization • uses facts or details to develop a topic • produces grammatically correct simple sentences • uses domain-specific vocabulary to strengthen claims • produces a relevant conclusion
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DLM Performance Level Descriptors—ELA: Grade 9

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies objects associated with a text by</p> <ul style="list-style-type: none"> • using property words to identify familiar objects • identifying objects within a category • understanding subgroups of objects within a category <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying details • understanding personal opinions <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying descriptive words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying actions in a familiar routine • identifying a sequence of events <p>When writing, the student</p> <ul style="list-style-type: none"> • responds to yes/no questions • identifies functional words to describe nouns • produces a two-word message • understands that broad categories contain subgroups • identifies the end of a familiar routine • identifies a topic and composes a message with one fact • identifies categorical words to describe nouns • connects two or more words • recognizes domain-specific words • indicates an ending
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Approaching the Target

A student who achieves at the **approaching the target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies text elements by

- identifying characters' feelings in a familiar story
- determining internal and external character traits
- identifying the relationships between details
- answering who or what questions by referring to a text
- identifying an author's points
- identifying the evidence that supports explicit information in a text

The student demonstrates an understanding of language by

- using context to determine words or phrases that complete literal sentences
- identifying words when given their definitions
- determining the meaning of idioms and figures of speech

The student identifies text structure by

- identifying the beginning and end of a story
- determining which event comes first in a text
- identifying story elements that change

When writing, the student

- introduces and conveys information about a topic
- includes one or more facts or details about a topic
- expresses a complete thought
- uses domain-specific vocabulary
- produces a concluding sentence

<p>At Target</p>	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying inferred information • distinguishing between explicit and implicit information • identifying the evidence for a claim • summarizing a familiar informative text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using semantic clues to identify word meaning • identifying the intended meaning of multiple-meaning words • determining the figurative meaning of words and phrases <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying deviations from chronological order • understanding and determining evidence for a claim <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces and writes about a topic clearly • uses facts or details to develop a topic • produces grammatically correct simple sentences • uses domain-specific vocabulary to strengthen claims • produces a conclusion
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<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying changes in details • determining the explicit and implicit meaning of a text • differentiating between evidence-based and non–evidence-based claims <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using semantic clues to identify phrase meaning <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • understanding how text structure contributes to a claim <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic clearly to convey information • develops a topic by using appropriate information • produces grammatically correct compound sentences • uses academic words in informative writing • produces a relevant conclusion
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DLM Performance Level Descriptors–ELA: Grade 10

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies objects associated with a text by</p> <ul style="list-style-type: none"> • using property words to identify familiar objects • identifying objects within a category • understanding subgroups of objects within a category <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying details in a familiar text • understanding personal opinions <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying descriptive words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying actions in a familiar routine • identifying a sequence of events <p>When writing, the student</p> <ul style="list-style-type: none"> • responds to yes/no questions • identifies functional words to describe nouns • produces a two-word message • understands that broad categories contain subgroups • identifies the end of a familiar routine • identifies a topic and composes a message with one fact • identifies categorical words to describe nouns • connects two or more words • recognizes domain-specific words • indicates an ending
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<p>Approaching the Target</p>	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying characters' feelings in a familiar story • determining internal and external character traits • identifying the relationships between details • answering who or what questions by referring to a text • identifying an author's points <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using context to determine words or phrases that complete literal sentences • identifying words when given their definitions • determining the meaning of idioms and figures of speech <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying the beginning and end of a story • determining which event comes first in a text • identifying story elements that change <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces and conveys information about a topic • includes one or more facts or details about a topic • expresses a complete thought • uses domain-specific vocabulary • produces a concluding sentence
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<p>At Target</p>	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying how a character changes or develops • identifying changes in details • identifying inferred information in a text • distinguishing between explicit and implicit information • identifying the evidence that supports explicit information in a text • identifying the evidence for a claim • summarizing a familiar informative text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using semantic clues to identify word meaning • identifying the intended meaning of multiple-meaning words • determining the figurative meaning of words and phrases <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying deviations from chronological order in a text • understanding and determining evidence for a claim <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces and writes about a topic clearly • uses facts or details to develop a topic • produces grammatically correct simple sentences • uses domain-specific vocabulary to strengthen claims • produces a conclusion
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<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • determining the explicit and implicit meaning of a text • differentiating between evidence-based and non–evidence-based claims <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • understanding the meaning of words and phrases in a text • using semantic clues to identify phrase meaning <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • understanding how text structure contributes to a claim <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic clearly to convey information • develops a topic by using appropriate information • produces grammatically correct compound sentences • uses academic words in informative writing • produces a relevant conclusion
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DLM Performance Level Descriptors–ELA: Grade 11

Year-End Model

Emerging	<p>A student who achieves at the emerging performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies objects associated with a text by</p> <ul style="list-style-type: none"> • identifying objects within a category • using property words to identify familiar objects <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • understanding personal opinions • identifying concrete details • identifying major events in a familiar story <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying real-world uses of words <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying actions in familiar routines <p>When writing, the student</p> <ul style="list-style-type: none"> • demonstrates an understanding of who, what, where, when, and why questions • identifies functional words to describe nouns • produces a two-word message • draws conclusions based on category knowledge • identifies the end of a familiar routine • identifies the first letter in their name • includes facts and details about a topic • identifies categorical words to describe nouns • connects two or more words • selects domain-specific vocabulary in topical writing • indicates an ending • uses letters to create words
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Approaching the Target	<p>A student who achieves at the approaching the target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying characters and determining how they change or develop • identifying details • identifying the setting • identifying major events • using details from a text to answer questions • identifying related points in a text • identifying details that defend a claim • identifying events relevant to the theme • identifying the theme • summarizing an informational text <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • identifying words when given their definitions • understanding similar meanings of words • using context to identify word meaning and missing words • identifying the figurative meaning of words or phrases <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • identifying linear parts of a text • identifying the structure and how it influences meaning <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic and includes information about the topic • identifies quotes that provide relevant topic information • produces grammatically correct simple sentences • uses domain-specific vocabulary • produces a concluding sentence • represents the initial sound in a word with a letter
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At Target	<p>A student who achieves at the at target performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying changes in characters, details, setting, and events • identifying how the end of a story affects its meaning • identifying inferred information in a text • identifying evidence for a claim • using key details to summarize an informational text • identifying main events related to the theme • identifying evidence for an argument or the meaning of a story • determining if the claims support the author's argument <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • determining the meaning of words and phrases • using semantic clues to identify word meaning • determining how words and phrases affect text meaning <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • determining how text structure supports claims • comparing and contrasting arguments between two texts <p>When writing, the student</p> <ul style="list-style-type: none"> • introduces a topic clearly to convey information • includes quotes from print sources • produces grammatically correct simple, compound, and complex sentences • uses domain-specific vocabulary to strengthen claims • produces a conclusion • spells single-syllable words conventionally and phonetically
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<p>Advanced</p>	<p>A student who achieves at the advanced performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.</p> <p>The student identifies text elements by</p> <ul style="list-style-type: none"> • identifying textual evidence <p>The student demonstrates an understanding of language by</p> <ul style="list-style-type: none"> • using semantic clues to identify phrase meaning <p>The student identifies text structure by</p> <ul style="list-style-type: none"> • comparing the arguments of two different texts <p>When writing, the student</p> <ul style="list-style-type: none"> • uses clear organization and presentation to write about a topic • develops a topic by using appropriate information • produces grammatically correct compound-complex sentences • uses academic words in informative writing • produces a relevant conclusion • spells irregular words correctly
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