

Grade 3 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 3 English Language Arts. A student at this level has an **emerging ability** to determine the main idea or theme and explain how it is conveyed through key details in the text; describe the relationship between the evidence and points an author uses throughout a text; and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases to connect ideas, and provides a concluding statement.

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

- Ask and answer explicit questions to demonstrate understanding of a text;
- Identify explicitly stated themes and identify details to retell stories;
- Identify basic elements (e.g., traits, feelings) of characters in a story, including fables, folktales, and myths and explain how these elements contribute to the story;
- Determine the meaning of the most basic words and phrases as they are used in a text;
- Refer to easily identifiable parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza, and identify how one part builds on an earlier section;
- Identify explicitly stated differences in the points of view of texts; identify first- and third-person narrations
- Use explicit aspects of a text's illustrations to understand the text and what is conveyed by the words in a story;
- Identify simple and explicit themes, settings, and plots of stories written by the same author or about similar characters (e.g., books from a series).

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

- Ask and answer explicit questions to demonstrate understanding of a text;
- Identify an explicitly stated main idea of a text and identify key details to retell the main idea;
- Identify some historical events, scientific ideas, or steps in technical procedures, attempting to use language pertaining to time or sequence;
- Determine the meaning of the most basic general academic and domain-specific words and phrases;
- Use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text;
- Identify an explicitly stated perspective of the author of a text;
- Use basic information from a simple illustration and explicit details within a text to demonstrate understanding of the text;

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- Identify simple relationships between the evidence and points an author uses in a text;
- Identify the most important points and key details presented in two texts on the same topic.

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.

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Basic

A student performing at the **Basic Level** demonstrates partial command of Ohio's Learning Standards for Grade 3 English Language Arts. A student at this level has a **general ability** to determine the main idea or theme and explain how it is conveyed through key details in the text, describe the relationship between the evidence and points an author uses throughout a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases to connect ideas, and provides a concluding statement.

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

- Ask and answer explicit questions to demonstrate understanding text, referring to the text as the basis for answers;
- Determine themes and identify key details to retell stories, including fables, folktales, and myths;
- Describe basic elements (e.g., traits, feelings) of characters in a story and explain how these elements contribute to the story;
- Determine the meaning of basic words and phrases as they are used in a text, identifying literal and nonliteral language;
- Refer to parts of stories, dramas, and poems, using terms such as "chapter," "scene," and "stanza," describing how one part builds on an earlier section;
- Distinguish explicitly stated differences in the points of view of texts, particularly between first- and third-person narration ;
- Use aspects of a text's illustrations to understand the text and what is conveyed by the words in a story;
- Describe explicitly stated themes, settings, and plots of stories written by the same author or similar characters (e.g., books from a series).

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

- Ask and answer explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers;
- Determine the main idea of a text and identify key details to retell the main idea;
- Describe simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time, sequence, and cause/effect;
- Determine the meaning of basic general academic and domain-specific words and phrases;
- Use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic;

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- Distinguish his or her own perspective from an explicitly stated perspective of the author of a text;
- Use information gained from an illustration and explicit details within a text to demonstrate understanding of the text;
- Identify simple relationships between the evidence and points an author uses in a text;
- ;
- Describe the most important points and key details presented in two texts on the same topic.

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 with general word choice, and demonstrate basic command of conventions;
- Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

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Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 3 English Language Arts. A student at this level has a **consistent ability** to determine the main idea or theme and explain how it is conveyed through key details in the text, describe the relationship between the evidence and points an author uses throughout a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases to connect ideas, and provides a concluding statement.

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

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers;
- determine the theme and explain how it is conveyed through key details in the text retell stories, including fables, folktales, and myths from diverse cultures;
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language;
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, and describe how each successive part builds on earlier sections;
- Identify explicitly stated differences in the points of view of texts, particularly between first- and third-person narration ;
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story;
- Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers;
- Determine the main idea of a text and retell key details and explain how they support the main idea;
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect;
- Determine the meaning of general academic and domain-specific words and phrases;
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently;

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- Distinguish his or her own perspective from that of the author of a text;
- Use information gained from an illustration and the words in a text to demonstrate understanding of the text;
- Describe the relationships between the evidence and points an author uses in a text;
- Compare and contrast the most important points and key details presented in two texts on the same topic.

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.

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Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 3 English Language Arts. A student at this level has a **superior ability** to determine the main idea or theme and explain how it is conveyed through key details in the text, describe the relationship between the evidence and points an author uses throughout a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases to connect ideas, and provides a concluding statement.

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

- Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers;
- Determine the themes and explain how they are conveyed through key details in the text and explain details to retell stories and determine the themes;
- Explain complex elements (e.g., traits, feelings, motivations) of characters in a story and explain how characters' actions contribute to the sequence of events;
- Determine the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language based on implicit textual support;
- Refer to moderately complicated parts of stories, dramas, and poems when writing or speaking about a text, using terms such as "chapter," "scene," and "stanza," and describe how each successive part builds on earlier sections;
- Describe suggested differences in the points of view of texts, particularly between first- and third-person narration ;
- Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations emphasize aspects of the characters or setting;
- Compare and contrast complex, implicit themes, settings, and plots of stories written by the same author or about similar characters and make inferences to identify the support used by authors.

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

- Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers;
- Determine a main idea of a text based on simple inferences and retell key details and explain how they support the main idea;
- Describe complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with emerging application, using academic language that pertains to time, sequence, and cause/effect;

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- Determine the meanings of general academic and domain-specific words and phrases based on implicit textual support;
- Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to interpret information relevant to a given topic efficiently;
- Explain the difference between his or her own perspective from a perspective of the author of a text;
- Use information gained from an illustration and the inferences within a text to interpret the meaning of the text;
- Describe the logical relationships between the evidence and points an author uses in a text;
- Compare and contrast the most important points and key details presented in two texts on the same topic and provide limited textual evidence to support these comparisons.

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.

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Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 3 English Language Arts. A student at this level has a **sophisticated ability** to determine the main idea or theme and explain how it is conveyed through key details in the text, describe the relationship between the evidence and points an author uses throughout a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases to connect ideas, and provides a concluding statement.

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

- Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers;
- Determine implicit themes and explain how they are conveyed through key details and explain details to retell stories;
- Analyze complex and inferred elements (e.g., traits, feelings, motivations) of complex characters in a story and explain how their actions contribute to a sequence of events;
- Determine the meaning of unfamiliar words and phrases, distinguishing literal from nonliteral language, in a text by making connections to subtle, sparse textual support;
- Refer to complex parts of stories, dramas, and poems when writing or speaking about a text, using terms such as "chapter," "scene," and "stanza" and describe in detail how each successive part builds on earlier sections;
- Describe implicit differences in the points of view of texts, particularly between first- and third-person narration ;
- Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations emphasize aspects of the characters or setting;
- Compare and contrast highly complex, implicit themes, settings, and plots of stories written by the same author about the same or similar characters and make higher-level inferences to identify support used by authors.

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

- Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers;
- Determine a main idea of a text based on complex inferences and retell key details and explain how they support the main idea;
- Describe and analyze complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

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with emerging application, using academic language that pertains to time, sequence, and cause/effect;

- Determines the meaning of general academic and domain-specific words and phrases as they are used in a text making connections to subtle, sparse textual support;
- Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently;
- Explain the difference between his or her own perspective from an implicit perspective of the author of a text;
- Use information gained from multiple illustrations and inferences within a text to explain the meaning of the text;
- Describe complex relationships between the evidence and points an author uses in a text;
- Compare and contrast the most important points and key details presented in two texts on the same topic and provide detailed textual evidence to support these comparisons.

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.