

## MI -Access Participation English Language Arts Assessment Grade 4 Performance Level Descriptors

Grade 4	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who are emerging toward the performance standard</b> , with or without assistance, are typically able to demonstrate a <b>limited*</b> ability to...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who attained the performance standard</b> are typically able to <b>independently**</b> ...	Based on the Essential Elements using the Low level of the Michigan Range of Complexity, across all content claims, students <b>who surpassed the performance standard</b> are typically able to <b>consistently**</b> and <b>independently**</b> ...
Claim 1	Use <u>narrative text</u> to: 1) Answer simple <i>who, what, or where</i> questions; 2) Identify the topic (two-sentence text); 3) Differentiate between two types of narrative text genres (e.g., stories, songs); 4) Identify the speaker in a one- to two-sentence text with dialogue; 5) Identify what is the same (e.g., between two characters, or between two settings). Use <u>informational text</u> to: 1) Answer simple <i>who, what, or where</i> questions; 2) Identify the topic (two-sentence text); 3) Identify the title; 4) Identify a simple visual (such as charts or illustrations) that goes with a particular informational passage. Understand <u>vocabulary</u> : 1) Use clues to recognize the meaning of familiar words; 2) Identify the opposite meaning of frequently used words.	Use <u>narrative text</u> to: 1) Answer simple <i>who, what, where, or when</i> questions; 2) Identify main idea (two-sentence text); 3) Differentiate between two types of narrative text genres (e.g., stories, poetry, songs); 4) Identify the speaker in a one- to two-sentence text with dialogue; 5) Identify what is the same (e.g., between two characters, or between two settings). Use <u>informational text</u> to: 1) Answer simple <i>who, what, where, or when</i> questions; 2) Identify the topic (two-sentence text); 3) Identify the title; 4) Identify/use a simple visual (such as charts or illustrations) that goes with a particular informational passage. Understand <u>vocabulary</u> : 1) Use clues to recognize the meaning of familiar words; 2) Identify the opposite meaning of frequently used words.	Use <u>narrative text</u> to: 1) Answer <i>who, what, where, and when</i> questions; 2) Identify main idea (two-sentence text or more); 3) Differentiate between two types of narrative text genres (e.g., stories, poetry, songs); 4) Identify the speaker and/or narrator in a one- to two-sentence text with dialogue; 5) Identify what is the same (e.g., between two characters, settings or events). Use <u>informational text</u> to: 1) Answer simple <i>who, what, where, and when</i> questions; 2) Identify the topic (two-sentence text); 3) Identify the title; 4) Identify/use simple visuals (such as charts or illustrations) that go with informational passages. Understand <u>vocabulary</u> : 1) Use clues to recognize the meaning of familiar words; 2) Identify the opposite meaning of words in text.
Claim 2	Select a word or labeled picture that expresses an opinion about a given topic or text; Indicate that something happened after something else while preparing to write/communicate about an event or personal experience; Contribute an idea during a brainstorming session while preparing for a writing assignment; Differentiate if a sentence is a statement or a question.	Select a word or labeled picture that expresses an opinion about a given topic or text; Indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience; Contribute an idea during a brainstorming session while preparing for a writing assignment; Differentiate if a sentence is a statement or a question.	Select one or more words that express an opinion about a given topic or text; Indicate when something happened (before, during, or after) while preparing to write/communicate about an event or personal experience; Contribute one or more ideas during a brainstorming session while preparing for a writing assignment; Differentiate if sentences are statements or questions.
Claim 3	Select a detail from information presented orally or through other media; Identify correct usage of simple grammatical structures (singular/plural nouns) when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select a detail from information presented orally or through other media; Identify correct usage of simple grammatical structures (singular/plural nouns) when communicating; Identify the correct use of language to communicate effectively with familiar people.	Select details from information presented orally or through other media; Identify correct usage of simple grammatical structures (singular/plural nouns, appropriate pronouns) when communicating; Identify the correct use of language to communicate effectively with a variety of audiences.
Claim 4	Select a labeled picture to identify an opinion given by an author or character about a given topic or text; Identify or name familiar people, places, or objects; Select a word or phrase to describe an event or personal experience while preparing to communicate about it; Choose a piece of information that is related to a given topic in preparation for a writing project.	Select a labeled picture to identify an opinion given by an author or character about a given topic or text; Identify and/or name familiar people, places, professions, events, or objects; Select a word or phrase to describe an event or personal experience while preparing to communicate about it; Choose a piece of information that is related to a given topic in preparation for a writing project.	Select labeled pictures to identify opinions given by authors or characters about a given topic or text; Identify and name familiar people, places, professions, events, and objects; Select words or phrases to describe an event or personal experience while preparing to communicate about it; Choose information that is related to given topics in preparation for writing projects.
<p><b>*May include students using accommodations as determined by their Individualized Education Program, and communication mode appropriate for the student</b></p> <p><b>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</b></p>			