

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

Grade 4	EMERGING	ATTAINED	SURPASSED
	Based on the Essential Elements using the Medium 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 Medium 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 Medium 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 a question about basic elements in a story; 2) Identify main idea (one-paragraph text); 3) Identify a simple element of a story; 4) Identify who is telling a story, given choices; 5) Identify what is the same between two characters, settings, or events. Use <u>informational text</u> to: 1) Identify a basic detail; 2) Identify main idea; 3) Identify the title; 4) Use visual representations to find information. Understand <u>vocabulary</u> : 1) Use context clues to determine word meaning; 2) Identify the opposite meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Answer a question about basic elements in a story; 2) Identify main idea (one- paragraph text); 3) Identify a simple element of a story; 4) Identify who is telling a story, given choices; 5) Identify what is the same between two characters, settings, and/or events. Use <u>informational text</u> to: 1) Identify a basic detail; 2) Identify main idea; 3) Identify title, headings, or illustrations; 4) Use visual representations to find information. Understand <u>vocabulary</u> : 1) Use context clues to determine word meaning; 2) Identify the opposite meaning of a word found within a text.	Use <u>narrative text</u> to: 1) Answer questions about basic elements in a story; 2) Identify main idea (one-paragraph text or more); 3) Identify simple elements of a story; 4) Identify who is telling a story; 5) Identify what is the same between two characters, settings, and events. Use <u>informational text</u> to: 1) Identify basic details; 2) Identify main idea; 3) Identify title, headings, and illustrations; 4) Use visual representations to find information. Understand <u>vocabulary</u> : 1) Use context clues to determine meaning of words; 2) Identify the opposite meaning of words found within texts.
Claim 2	Dictate an opinion about a given topic or text; Order two details/events while preparing to write/ communicate about an event or personal experience; Contribute an idea during a brainstorming session while preparing for a writing assignment; Identify capital letters and basic punctuation (periods or question marks).	Write or dictate an opinion about a given topic or text; Order two details/events while preparing to write/ communicate about an event or personal experience; Contribute ideas during a brainstorming session while preparing for a writing assignment; Identify capital letters and basic punctuation (periods and question marks).	Write or dictate opinions about a given topic or text; Order two or more details/events while preparing to write/communicate about an event or personal experience; Contribute ideas during a brainstorming session while preparing for a writing assignment; Identify capital letters and basic punctuation (periods, question marks, exclamation points).
Claim 3	Answer a question about information presented orally or through other media; Identify correct usage of simple grammatical structures (singular/plural nouns, appropriate pronouns) when communicating; Use language for different purposes.	Answer a question about information presented orally or through other media, including a point made by the presenter; Identify correct usage of simple grammatical structures (singular/plural nouns, appropriate pronouns) when communicating; Use language to communicate effectively with a variety of audiences and for different purposes.	Answer questions about details presented orally or through other media, including a point made by the presenter; Identify correct use of simple grammatical structures (singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating in a variety of ways; Use language to communicate effectively with a variety of audiences and for different purposes.
Claim 4	Identify an opinion about a topic or short text (student or character opinion); Identify or select words that describe familiar people, places, or things; Identify words that 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.	Identify an opinion about a topic or short text (student, writer or character opinion); Identify or select words that describe familiar people, places, things, professions, or events; Identify or list words that describe an event or personal experience while preparing to communicate about it; Choose pieces of information that are related to a given topic in preparation for a writing project.	Identify opinions about a topic or short text (student, writer or character opinion); Identify or select words that describe familiar people, places, things, professions, or events; Identify and list words that describe events or personal experiences while preparing to communicate about it; Choose pieces of information that are related to given topics in preparation for a writing project.
<p>* May include students using standard accommodations as determined by their Individualized Education Program</p> <p>**Consistently refers to students who would be able to demonstrate understanding about 80% of the time or better</p>			