

## **META-PR Alterna 2016**

### General Academic Performance Level Descriptors of Puerto Rico

#### **Third Grade**

#### English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

#### **Performance of Listening, Reading and Language skills at the required grade level should be demonstrated during evaluation**

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Listen and respond to the 5W questions. (3.L.1.e)
- Retell stories and determine the main idea, lesson, or moral of the story. (3.R.2.L)
- Explain how specific images (illustrations, graphics, etc.) contribute to and clarify an informational text. (3.R.7.I)
- Use adjectives in simple sentences. (3.LA.1.a)

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, and Language) that are required to demonstrate performance during evaluation. Even when provided supports, numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

**Performance Level Descriptors**

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Pre-basic</b>
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> <li>• Correctly ask and answer multiple 5W questions during appropriate classroom activities.</li> <li>• Describe multiple events in a variety of literary texts.</li> <li>• Accurately determine the main idea, message, or theme in a variety of literary texts.</li> <li>• Explain how images clarify informational text in a variety of examples.</li> <li>• Use adjectives in a variety of simple sentences.</li> </ul>	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> <li>• Ask and answer multiple 5W questions during appropriate classroom activities.</li> <li>• Describe a few events in a variety of literary texts.</li> <li>• Determine the main idea, message, or theme in a variety of literary texts.</li> <li>• Describe how images clarify informational text in a variety of examples.</li> <li>• Use adjectives in simple sentences.</li> </ul>	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> <li>• Ask and answer limited 5W questions during appropriate classroom activities.</li> <li>• Identify an event in a literary text.</li> <li>• Identify the main idea, message, or theme in a literary text.</li> <li>• Identify the image(s) in an informational text</li> <li>• Identify an adjective in a simple sentence.</li> </ul>	<p>The student will minimally:</p> <ul style="list-style-type: none"> <li>• Answer when asked a selected 5W question during appropriate classroom activities.</li> <li>• Respond to an event in a literary text.</li> <li>• Identify the given main idea, message, or theme in a literary text.</li> <li>• Identify an image in an informational text.</li> <li>• Respond to a simple sentence containing an adjective.</li> </ul>