

## META-PR Alterna 2016

### General Academic Performance Level Descriptors of Puerto Rico

#### Fourth 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 Writing 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:

- Answer a variety of questions after listening to read-aloud narrative and informational texts. (4.L.1.d)
- Explain how a character's feelings contribute to the sequence of events in literary texts. (4.R.3.L)
- Explain how details support the main idea in informational texts. (4.R.2.I)
- Describe real experiences using effective techniques to express connected thoughts. (4.W.3)

Advanced	Proficient	Basic	Pre-basic
<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 Writing) 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 Writing) 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 Writing) 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 Writing) 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 answer multiple questions after listening to read-aloud narrative and informational texts.</li> <li>• Explain how a character’s feelings contribute to the sequence of events in a variety of literary texts.</li> <li>• Explain how details support the main idea in a variety of informational texts.</li> <li>• Describe real experiences that demonstrate a main idea and multiple supporting details using effective techniques to express connected thoughts.</li> </ul>	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> <li>• Answer a few questions after listening to read-aloud narrative and informational texts.</li> <li>• Describe how a character’s feelings contribute to the sequence of events in a variety of literary texts.</li> <li>• Describe details that support the main idea in a variety of informational texts.</li> <li>• Describe real experiences that demonstrate a main idea and a few details using effective techniques to express connected thoughts.</li> </ul>	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> <li>• Answer limited questions after listening to read-aloud narrative and informational texts.</li> <li>• Identify how a character’s feelings contribute to the sequence of events in literary texts.</li> <li>• Identify details that support the main idea in informational texts.</li> <li>• Identify real experiences that demonstrate a main idea and some supporting details in a descriptive paragraph.</li> </ul>	<p>The student will minimally:</p> <ul style="list-style-type: none"> <li>• Answer when asked selected questions after listening to read-aloud narrative and informational texts.</li> <li>• Respond to how a character’s feelings contribute to an event in a literary text.</li> <li>• Recognize a detail that supports the main idea in an informational text.</li> <li>• Identify real experiences that demonstrate a main idea and a detail in a descriptive paragraph.</li> </ul>