

META PR 2016

General Academic Performance Level Descriptors of Puerto Rico

Descriptores de los Niveles Generales de Ejecución Académica de Puerto Rico

Third Grade

English

General Description of Performance Level			
Advanced	Proficient	Basic	Pre-basic
Students at this level show an optimal academic performance in the subject assessed in META-PR (Medición y Evaluación para la Transformación Académica de Puerto Rico) and demonstrate a profound level of understanding and conceptual reasoning, as well as the development of skills that are, in both cases, complex and abstract.	Students at this level show competent academic performance in the subject that is assessed in META-PR (Medición y Evaluación para la Transformación Académica de Puerto Rico) and demonstrate a significant level of conceptual understanding and reasoning, as well as skill development.	Students at this level show limited academic performance in the subject that is assessed in META-PR (Medición y Evaluación para la Transformación Académica de Puerto Rico) and demonstrate partial mastery of conceptual understanding and skills.	Students at this level show the minimum academic performance that is assessed in META-PR (Medición y Evaluación para la Transformación Académica de Puerto) and little or no mastery of conceptual understanding and skills.
Performance Level Descriptors			
Advanced	Proficient	Basic	Pre-basic
<p>Listening Listen and interact fluently with peers in a variety of listening activities.</p> <ul style="list-style-type: none"> Ask and answer detailed questions and refer to details from the text as a basis for opinions and conclusions. Use appropriate language structure according to purpose and setting (formal and informal). 	<p>Listening Listen and interact proficiently in a variety of listening activities.</p> <ul style="list-style-type: none"> Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in social and academic situations, including greetings/farewells using appropriate courtesy expressions. Listen and respond to 5 W questions (Who, What, When, Where, and How). 	<p>Listening Listen and interact with peers occasionally in a variety of listening activities.</p> <ul style="list-style-type: none"> Occasionally use verbal and nonverbal forms to demonstrate engagement and understanding, including greetings/farewells using appropriate courtesy expressions. 	<p>Listening</p> <ul style="list-style-type: none"> Listen and respond to commands, instructions, and directions with hesitation or confusion. Offer and respond to greetings/farewells using appropriate courtesy expressions.

Performance Level Descriptors

Advanced	Proficient	Basic	Pre-basic
<p>Reading Consistently use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts.</p> <ul style="list-style-type: none"> • Correctly ask and answer questions to identify genre and author’s purpose and to demonstrate understanding of key details in a text. • Correctly identify and recount stories, lessons, topics, text features (including illustrations), or main ideas in multi-paragraph grade-level fables, folktales, narrative stories or informational texts. • Correctly determine the meaning of words and phrases in an informational text and accurately describe how words and phrases supply rhythm and meaning in a story, poem or song. • Demonstrate strong enough comprehension of text so as to compare and contrast two or more versions of the same story or the most important points. • Fluently identify and apply foundational skills such as sounds (phonemes), syllables, words, phonics, and decoding through word analysis. 	<p>Reading Use a variety of grade-level relevant texts to identify ideas, phenomena, cultural identity, and literary elements in the texts: characters, setting, plot, theme, and ending/resolution.</p> <ul style="list-style-type: none"> • Recognize fact vs. opinion and fiction vs. nonfiction, as well as identify genres and support details from texts. • Recount stories, including fables and folktales, from diverse cultures and determine main idea, lesson or moral. • Identify the main topic and/or author’s purpose of a multi-paragraph informational text using specific images and text features to locate and clarify information. • Determine the meaning of words and phrases in literary and informational texts. • Adequately identify sounds (phonemes), syllables, words, phonics, and decoding through word analysis. 	<p>Reading Use a variety of grade-level relevant texts so as to identify ideas and literary elements, such as characters and setting.</p> <ul style="list-style-type: none"> • Recognize fiction vs. nonfiction. • Narrate stories and recognize the main idea. • Determine the meaning of words as used in text. • Use illustrations to demonstrate understanding of a text’s characters, setting, and some elements of plot. • Identify sounds (phonemes), syllables, and words and apply basic phonics and word analysis to decode words. 	<p>Reading Use a variety of grade-level relevant texts so as to identify literary elements, like characters.</p> <ul style="list-style-type: none"> • Recognize between fiction and nonfiction. • Use illustrations in a story to demonstrate understanding of its characters. • Begin to identify sounds (phonemes), syllables, and high frequency words and to apply phonics and word analysis to decode words.

Performance Level Descriptors

Advanced	Proficient	Basic	Pre-basic
<p>Writing</p> <ul style="list-style-type: none"> • Write a correct, well-structured argument, informational text, or literary text with increasing independence. • Use details, background knowledge or evidence in the text that supports ideas and opinions presented in grade-level texts. • Organize writing with a clear sequence and appropriate text organization by using approved text structure and transitional words and phrases. 	<p>Writing</p> <ul style="list-style-type: none"> • Write an argument to offer and support ideas, feelings, and opinions on familiar topics or experiences by adding relevant background knowledge about the subject matter. • Write informational or literary texts with sequence and using text organization and transitional words or phrases. 	<p>Writing</p> <ul style="list-style-type: none"> • Write simple informational texts (e.g., “how to” book) with some independence and organize ideas and details in a sequence. 	<p>Writing</p> <ul style="list-style-type: none"> • Write words/phrases and short simple sentences to express feelings and opinions.

Performance Level Descriptors

Advanced	Proficient	Basic	Pre-basic
<p>Language</p> <ul style="list-style-type: none"> • Demonstrate outstanding command of correct English grammar and mechanics when writing, reading, listening, and speaking. • Accurately determine, clarify the meaning of, and use unknown and multiple-meaning words and phrases that include figurative language and grade-level vocabulary words in both basic conversational and academic language (general and content-specific); and choose correct words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal). 	<p>Language</p> <ul style="list-style-type: none"> • Demonstrate command of English grammar and mechanics when writing or speaking. • Determine or clarify meaning of unknown and multiple-meaning words and phrases and use basic conversational, general academic and content area words and phrases. 	<p>Language</p> <ul style="list-style-type: none"> • Demonstrate minimal command of English grammar and mechanics when writing or speaking. • Demonstrate minimal command of capitalization and punctuation when writing. • Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. 	<p>Language</p> <ul style="list-style-type: none"> • Begin to use glossaries and illustrations/flashcards to determine or clarify the meaning of words and phrases.

