

META PR 2016

General Academic Performance Level Descriptors of Puerto Rico

Descriptores de los Niveles Generales de Ejecución Académica de Puerto Rico

Fourth 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 Rico) 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"> Listen attentively, stay focused, ask/answer detailed questions, and refer to personal experience and/or details from a text to support opinions or explain responses. Interact in a socially appropriate manner through verbal and nonverbal (formal and informal) communication, and listen and respond to complex instructions, directions, and 5W questions. 	<p>Listening Listen and interact proficiently in a variety of listening activities.</p> <ul style="list-style-type: none"> Interact in a socially appropriate manner through verbal and nonverbal (formal and informal) communication, and listen and respond to instructions, directions, and 5W questions during read-alouds for narrative and informational texts. 	<p>Listening Listen and interact with peers occasionally in a variety of listening activities.</p> <ul style="list-style-type: none"> Interact socially on occasion through verbal and nonverbal communication. Listen to simple instructions and directions. 	<p>Listening</p> <ul style="list-style-type: none"> Listen and respond to simple commands, instructions, and directions with hesitation or confusion.

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, events, cultural identities, genres, and literary elements in the texts.</p> <ul style="list-style-type: none"> • Correctly ask and answer questions on the author’s purpose, characters, and points of view, and demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Correctly recount stories and identify and explain main idea, lessons, or moral using key details, illustrations, text features, and structure in fables, folktales, myths, narrative stories, and informational texts. • Correctly determine the meaning of words, phrases, and nonliteral language in various texts. • Demonstrate strong enough comprehension of text so as to compare and contrast the elements of related literary or informational texts. • Apply knowledge of decoding skills to read unfamiliar multisyllabic words accurately and fluently. 	<p>Reading Use a variety of grade-level relevant texts to identify ideas, events, cultural identities, genres, 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 supporting details from texts. • Recount stories, identify main idea, lessons, or moral using key details, illustrations, text features, and structure in fables, folktales, myths, narrative stories, or informational texts. • Determine the meaning of words and phrases in various texts. • Identify decoding skills to read unfamiliar multisyllabic words fluently. 	<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"> • Use illustrations to recount stories and recognize main idea. • Determine the meaning of words as used in the text. • Use illustrations to demonstrate understanding of a text’s characters, setting, and some elements of the plot. • Identify sounds (phonemes), syllables, and words, and use basic phonics and word analysis to decode words. 	<p>Reading Use a variety of grade-level relevant texts so as to identify literary elements such as characters.</p> <ul style="list-style-type: none"> • Use illustrations in a story to demonstrate understanding of its characters or to derive meaning from text. • 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. • 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 (e.g., formal and informal letters, real or imagined experiences) and transitional words and phrases. 	<p>Writing</p> <ul style="list-style-type: none"> • Write an argument to offer and support ideas, attitudes, and opinions providing reasoning about the event 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 (e.g., formal and informal letters, real or imagined experiences). 	<p>Writing</p> <ul style="list-style-type: none"> • Write an informal text with limitations in language structure. 	<p>Writing</p> <ul style="list-style-type: none"> • Write high-frequency words/phrases and two- to three-word sentences.
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 (e.g., identifies parts of speech). • Use 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.

