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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

**TO:** State Board of Education  
**FROM:** Dr. Charity Flores, Director of Student Assessment  
**DATE:** December 12, 2018  
**RE:** I AM Range Performance Level Descriptors (PLDs)

The Department enlisted Indiana educators to develop Range Performance Level Descriptors (PLDs) for the I AM assessment. The I AM Range PLDs are content-specific statements that reflect the varying degrees to which students may demonstrate proficiency on grade-level Content Connectors assessed on the upcoming I AM assessment.

The Policy PLDs approved this summer, noted below, supported the development of the Range PLDs. The Range PLDs will be posted publicly in December to inform item development and support transparency of performance expectations.

**LEVEL 1: Below Proficiency**

Indiana students below proficiency have not met current grade level Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

**LEVEL 2: Approaching Proficiency**

Indiana students approaching proficiency have nearly met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.

**LEVEL 3: At Proficiency**

Indiana students at proficiency have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

**I AM Performance Level Descriptors (PLDs)  
Grade 3 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>3.RL.2.1.a.1</b>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Using visual support, select an answer that demonstrates understanding of a text, referring explicitly to the text as the basis for the answers with low complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a text of moderate complexity.
<b>3.RL.2.2.a.1</b>	Retell folktales, fables, and tall tales from diverse cultures.	Using visual supports, retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a low-complexity text.	Retell folktales, fables, and tall tales from diverse cultures in a text of moderate complexity.
<b>3.RL.2.2.a.2</b>	Identify a theme in a folktale, fable, and tall tale.	Identify a theme in a folktale, fable, and tall tale of a low-complexity text with visual supports (word bank, bolded words, pictures, etc.)	Identify a theme in a folktale, fable, and tall tale in a low-complexity text.	Identify a theme in a folktale, fable, and tall tale in a text of moderate complexity.
<b>3.RL.2.3.a.1</b>	Describe characters in a story (e.g., their traits, motivations or feelings).	Identify a description of a character in a story of low text complexity with visual supports.	Describe a character in a story of low text complexity.	Describe characters in a story of moderate text complexity.
<b>3.RL.2.3.a.2</b>	Explain how characters' actions contribute to the plot.	Identify a character's action in a story of low text complexity with visual supports.	Explain how characters' actions contribute to the plot in a low-complexity text.	Explain how characters' actions contribute to the plot in a moderately complex text.
<b>3.RN.2.1.a.1</b>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Using visual support, answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers with low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a low-complexity text.	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in a moderately complex text.
<b>3.RN.2.2.a.1</b>	Determine the main idea of a text.	Using visual support, identify the explicitly stated main idea in a text of low complexity.	Identify the main idea in a text of low complexity.	Determine the main idea in a text of moderate complexity.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>3.RN.2.2.a.2</b>	Recount the key details and explain how they support the main idea.	Given supports, identify a detail that supports the given main idea in a low-complexity text.	Given supports, identify the key details and explain how they support the main idea in a low-complexity text.	Identify the key details and explain how they support the main idea in a text of moderate complexity.
<b>3.RN.2.3.a.1</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Using visual supports (word/picture bank, graphic organizer), identify the relationship between given events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a text of low complexity.	Identify the relationship between a series of events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a low-complexity text.	Describe the relationship between a series of events/ideas/processes using words such as first, next, finally, because, problem, solution, same, and different in a text of moderate complexity.
<b>3.RV.2.1.a.1</b>	Use context clues and text features to determine the meanings of unknown words.	With visual supports, use context clues and text features to determine the meanings of unknown bolded words in a sentence.	Use context clues and text features to determine the meanings of unknown bolded words in a low-complexity text.	Use context clues and text features to determine the meanings of unknown words in a text of moderate complexity.
<b>3.RV.2.2.a.1</b>	Identify relationships among words, including synonyms and antonyms.	When given a word with visual support, identify the relationship among words including synonyms and antonyms.	When given a sentence, identify the relationship among words, including synonyms and antonyms.	When given a moderately complex text, identify the relationship among words including synonyms and antonyms.
<b>3.RV.2.4.a.1</b>	Use a known root word as a clue to the meaning of an unknown word with the same root.	Using visual supports, match words with the same root.	When given the meaning of a word, choose the meaning of a subsequent word with the same root.	Use a known root word as a clue to the meaning of an unknown word with the same root.
<b>3.RV.2.4.a.2</b>	Identify when an affix is added to a known root word.	Using visual supports, match words that have the same affix.	Use a word bank of affixes, and identify the root word that has an affix.	Identify the root word that has an affix.
<b>3.RV.3.1.a.1</b>	Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.	Using visual supports, match nonliteral words and phrases.	With visual support, determine the meaning of literal and nonliteral words and phrases in low-complexity text.	Determine the meaning of literal and nonliteral phrases in text of moderate complexity.

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<b>3.RV.3.2.a.1</b>	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.	Using visual supports, match a word with its meaning.	Use a word/phrase box to determine the meaning of a given word in a low complexity, nonfiction text, relevant to a third-grade topic or subject area.	Determine the meaning of a given word in a moderate complexity, nonfiction text, relevant to a third-grade topic or subject area.
<b>3.RV.3.3.a.1</b>	Recognize the meaning of idioms in context.	Match a basic idiom to a corresponding visual.	Determine the meaning of an idiom in context with visual support (picture/word bank).	Determine the meaning of an idiom in context.
<b>3.SL.3.1.a.1</b>	Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	Utilizing visual supports, identify main idea of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a low-complexity text.	Identify main idea of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a low-complexity text.	Identify main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (charts and graphs) in a text of moderate complexity.
<b>3.SL.3.1.a.2</b>	Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	Utilizing visual supports, identify a supporting detail from a low-complexity text read aloud.	Identify supporting details of a low-level complexity text read aloud.	Identify supporting details of a moderate-complexity text read aloud.
<b>3.SL.3.2.a.2</b>	Answer questions about information from a speaker.	Utilizing visual supports, answer a question from an informative, low-level presentation.	Answer questions from an informative, low-level presentation.	Answer questions from an informative, moderate-level presentation.
<b>3.SL.3.2.a.3</b>	Offer appropriate elaboration and detail when answering questions.	Utilizing visual supports, select an answer that contains elaborate detail.	Produce answers with detail and elaboration in a low-complexity presentation.	Produce answers with detail and elaboration in a moderately complex presentation.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>3.ML.2.1.a.1</b>	Distinguish among the purposes of various media messages (e.g., including for information, entertainment, persuasion, interpretation of events, or transmission of culture).	Using visual supports, identify a purpose when given a media message that is explicitly stated in a low-complexity text.	Identify purposes of limited media messages that are explicitly stated in a low-complexity text.	Identify purposes of various media messages in a text of moderate complexity.

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<b>3.RL.3.1.a.1</b>	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.	Using visual supports, identify a term such as chapter or scene to refer to a part of a story or play in a low-complexity text.	Identify terms such as chapter, scene, and/or stanza to refer to the parts of stories, plays, and/or poems in a low-complexity text.	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems in texts of moderate complexity.
<b>3.RL.3.1.a.2</b>	Describe how each successive part of a story, play, or poem builds on earlier sections.	Using visual supports, identify the next successive part of a story, play, or poem that would build on an earlier section in a low-complexity text.	Identify one of the next successive parts of a story, play, or poem that would build on an earlier section in a low- to moderate-complexity text.	Describe parts of a story, play, or poem that would build on an earlier section in a text of moderate complexity.
<b>3.RL.3.2.a.1</b>	Identify narrator or character's point of view.	Using visuals, identify narrator or character's point of view in a low-complexity text.	Identify narrator or character's point of view in a low-complexity text.	Identify narrator or character's point of view in a text of moderate complexity.
<b>3.RL.4.2.a.1</b>	Compare and contrast two stories written by the same author about the same or similar characters.	Identify the correct visual (graphic organizer) to compare and contrast two stories written by the same author about the same characters in a low-complexity text.	Compare and contrast two stories written by the same author about similar characters in a low-complexity text.	Compare and contrast two stories written by the same author about the same or similar characters in a text of moderate complexity.
<b>3.RN.3.1.a.1</b>	Identify the purpose of a variety of text features.	Using visual supports, identify a text feature in a low-complexity text.	Identify the purpose of a limited amount of text features in a low-complexity text.	Identify the purpose of a variety of text features in a text of moderate complexity.
<b>3.RN.3.1.a.2</b>	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Using visual supports, select an appropriate text feature in a low-complexity text.	Select a text feature to locate information in a low-complexity text.	Use text features to locate information and gain meaning from a text of moderate complexity.
<b>3.RN.3.2.a.1</b>	Identify how a nonfiction text can be structured to indicate a problem and solution.	Using visual supports, identify text that has a problem-and-solution structure using a low-complexity text.	Identify text that is structured as a problem and solution in a low-complexity text.	Identify text that is structured as a problem and solution in a text of moderate complexity.
<b>3.RN.3.2.a.2</b>	Identify how a nonfiction text can be structured to put events in chronological order.	Using visual supports, identify events in chronological order within a low-complexity nonfiction text.	Select a text that is in chronological order in a low-complexity nonfiction text.	Identify how a nonfiction text can be structured to put events in chronological order in a text of moderate complexity.

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<b>3.RN.3.3.a.1</b>	Identify the author's perspective in a text.	Using visual supports, identify the author's perspective when explicitly stated in a low-complexity text.	Identify the author's perspective in a low-complexity text.	Identify the author's perspective in a text of moderate complexity.
<b>3.RN.4.1.a.1</b>	Distinguish between fact and opinion.	Using a visual, identify fact or opinion in a statement.	Classify between fact and opinion in a low-complexity text.	Distinguish between fact and opinion in a text of moderate complexity.
<b>3.RN.4.1.a.2</b>	Explain how an author uses reasons and facts to support specific points in a text.	Using a visual, identify a reason or fact to support a specific point in a low-complexity text.	Identify the reasons and/or facts to support a specific point in a low-complexity text.	Explain how an author uses reasons and facts to support specific points in a text of moderate complexity.
<b>3.RN.4.2.a.1</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	Identify the correct visual (graphic organizer) to compare and contrast the explicitly stated key details presented in two texts on the same topic in low-complexity texts.	Compare and contrast the most important points and/or key details presented in two texts on the same topic (using a graphic organizer) in low-complexity texts.	Compare and contrast the most important points and key details presented in two texts on the same topic in texts of moderate complexity.
<b>Reading Foundations</b>				
<b>3.RF.4.2.a.1</b>	Understand the six major syllable patterns.	Identify common CVC and CVr syllable patterns.	Read common CVC, CVr, V, and VV syllable patterns.	Understand the six major syllable patterns.
<b>3.RF.4.4.a.1</b>	Read blends and common spelling patterns.	Identify words beginning with two-consonant blends.	Read words beginning with two-consonant blends.	Read blends and common spelling patterns.
<b>3.RF.4.5.a.1</b>	Know and use common word families when reading unfamiliar words.	Identify words that belong to common word families.	Use word family with support to read unfamiliar words.	Know and use common word families when reading unfamiliar words.
<b>3.RF.4.6.a.1</b>	Read multi-syllabic words composed of roots and related prefixes and suffixes.	Read a word that is broken down into syllables.	Read multi-syllabic words composed of roots and/or related prefixes and suffixes.	Read multi-syllabic words composed of roots and related prefixes and suffixes.
<b>3.RF.4.6.a.2</b>	Read irregular contractions (e.g., will not = won't).	Identify a contraction.	Read irregular contractions with support.	Read irregular contractions (e.g., will not = won't).

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<b>3.RF.4.6.a.3</b>	Read possessives (e.g., children’s, Dennis’s).	Identify a possessive.	Read possessives with support.	Read possessives (e.g., children’s, Dennis’s).
<b>Writing</b>				
<b>3.W.3.1.a.1</b>	State the opinion in an introductory statement or section in a persuasive composition.	Utilizing visual supports, identify an opinion.	Identify an opinion in an introductory statement in a persuasive composition.	State the opinion in an introductory statement or section in a persuasive composition.
<b>3.W.3.1.a.2</b>	Support the opinion with reasons in an organized way in a persuasive composition.	Utilizing visual supports, identify a reason that supports an explicitly stated opinion.	Identify reasons that support an opinion.	Support the opinion with reasons in an organized way in a persuasive composition.
<b>3.W.3.1.a.3</b>	Connect opinion and reasons using words and phrases in a persuasive composition.	Utilizing visual supports, connect a reason with a stated opinion.	Connect multiple reasons to an explicitly stated opinion in a persuasive composition.	Connect multiple reasons to an opinion in a persuasive composition.
<b>3.W.3.1.a.4</b>	Provide a concluding statement or section in a persuasive composition.	Utilizing visual supports, identify a concluding statement in a persuasive composition.	Select a concluding statement in a persuasive composition.	Create a concluding statement or section in a persuasive composition.
<b>3.W.3.1.a.5</b>	Write persuasive compositions in a variety of formats.	When key words are bolded in a given composition, identify if the writing is persuasive.	With supports, create persuasive compositions in a variety of formats.	Create persuasive compositions in a variety of formats.
<b>3.W.3.2.a.1</b>	State the topic including a main idea for the introductory paragraph in an informative composition.	Utilizing visual supports, identify an explicitly stated main idea in an informative composition.	With supports, produce the main idea in an introductory paragraph in an informative composition.	Express the topic including a main idea for the introductory paragraph in an informative composition.
<b>3.W.3.2.a.2</b>	Develop a main idea for the introductory paragraph in an informative composition.	Utilizing visual supports, identify an explicitly stated main idea in an informative composition.	With support, develop a main idea for the introductory paragraph in an informative composition.	Develop a main idea for the introductory paragraph in an informative composition.
<b>3.W.3.2.a.3</b>	Group related information together in an informative composition.	With supports, identify information that is related in an informative composition.	With supports, utilize a graphic organizer to group related information in an informative composition.	Utilizing a graphic organizer, group related information in an informative composition.

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<b>3.W.3.2.a.4</b>	Develop the topic with facts and details in an informative composition.	Utilizing visual supports, select a fact that develops an explicitly stated topic in an informative composition.	With support, develop the topic with facts and details in an informative composition.	Develop the topic with facts and details in an informative composition.
<b>3.W.3.2.a.5</b>	Connect ideas within categories of information using words and phrases in an informative composition.	Utilizing visual supports and a graphic organizer, select ideas using words within explicitly stated categories.	With support, connect ideas within categories of information using words and simple phrases in an informative composition.	Connect ideas within categories of information using words and phrases in an informative composition.
<b>3.W.3.2.a.6</b>	Use text features when useful to aid comprehension in an informative composition.	Utilizing visual supports, identify a text feature by matching.	With support, use text features when useful to aid comprehension in an informative composition.	Use text features when useful to aid comprehension in an informative composition.
<b>3.W.3.2.a.7</b>	Provide a concluding statement or section in an informative composition.	Utilizing visual supports, identify a concluding statement in an informative composition.	With support, provide a concluding statement in an informative composition.	Provide a concluding statement or section in an informative composition.
<b>3.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	When given bolded key words in a composition, identify whether the writing is informative.	With support, create informative compositions on a variety of topics.	Create informative compositions on a variety of topics.
<b>3.W.3.3.a.1</b>	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Utilizing visual supports, identify an introduction in a narrative composition.	With support, create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.
<b>3.W.3.3.a.2</b>	Include specific descriptive details in a narrative composition.	Utilizing visual support, select a descriptive detail in a sentence.	With support, provide specific descriptive details in a narrative composition.	Provide specific descriptive details in a narrative composition.
<b>3.W.3.3.a.3</b>	Include clear event sequences in a narrative composition.	Utilizing visual support, identify an event within a sequence.	Given sentences from a narrative composition, sequence a series of events.	Create a clear sequence of events in a narrative composition.
<b>3.W.3.3.a.4</b>	Include dialogue in a narrative composition.	Utilizing visual support, identify dialogue in a sentence.	With support, create the dialogue in a narrative composition.	Create the dialogue in a narrative composition.



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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>3.W.3.3.a.5</b>	Connect ideas and events using introduction and transition words in a narrative composition.	Utilizing visual supports and a word bank, select transition words within a sentence.	With support, connect ideas and events using introduction and transition words in a narrative composition.	Connect ideas and events using introduction and transition words in a narrative composition.
<b>3.W.3.3.a.6</b>	Provide an ending in a narrative composition.	Write words or identify a picture to show the ending to a given story.	Write or narrate a single sentence ending that follows from the narrated events in a narrative composition.	Provide an ending in a narrative composition.
<b>3.W.3.3.a.7</b>	Write narrative compositions in a variety of forms.	Identify a narrative sentence.	With support, create narrative compositions in a variety of forms.	Create narrative compositions in a variety of forms.
<b>3.W.4.a.1</b>	Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.	Using a picture bank, select an idea that is relevant to a given topic.	With support, organize and select given ideas relevant to topic, purpose, and genre when applying the writing process.	Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.
<b>3.W.4.a.2</b>	Revise to improve the quality of the writing (e.g., quality of ideas, organization, sentence fluency, word choice).	Using visual supports, identify the word that best revises the sentence.	Using an editing checklist, revise a sentence that needs revision.	Revise to improve the quality of the writing composition (e.g., quality of ideas, organization, sentence fluency, word choice).
<b>3.W.4.a.3</b>	Edit writing for format and conventions.	Using visual supports, identify the word that best revises the sentence.	Using an editing checklist, edit a sentence within a passage that best revises the paragraph.	Edit writing for format and conventions.
<b>3.W.5.a.3</b>	Recognize that some sources may be more reliable than others.	Using visual supports, identify a source using visual supports.	Identify a reliable source using visual supports.	Recognize that some sources may be more reliable than others.
<b>3.W.6.1a.a.1</b>	Write sentences using abstract nouns.	With support, identify simple abstract nouns.	Use simple abstract nouns.	Create sentences using abstract nouns.
<b>3.W.6.1b.a.1</b>	Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.	With support, identify simple regular and irregular verbs that convey various times, sequences, states, and conditions.	Use correct regular and irregular verbs in a sentence.	Create sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.

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<b>3.W.6.1b.a.2</b>	Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.	With support, identify simple verbs that convey various times, sequences, states, and conditions.	Use the correct verb tense within a sentence.	Create sentences that use simple verb tenses to convey various times, sequences, states, and conditions.
<b>3.W.6.1c.a.1</b>	Write sentences that include comparative and superlative adjectives and adverbs accurately.	With support, identify comparative or superlative adjectives or adverbs.	Correctly use comparative and superlative endings (-er, -est) for common adjectives and adverbs.	Create sentences that include comparative and superlative adjectives and adverbs accurately.
<b>3.W.6.1e.a.1</b>	Correctly write simple sentences.	With support, identify a simple sentence (organized words that have a capital letter and end mark).	With support, correctly create simple sentences.	Correctly create simple sentences.
<b>3.W.6.1e.a.2</b>	Correctly write compound sentences.	With support, identify a compound sentence.	With support, correctly create compound sentences.	Correctly create compound sentences.
<b>3.W.6.1e.a.3</b>	Correctly write complex sentences.	With support, identify a complex sentence.	With support, correctly create complex sentences.	Correctly create complex sentences.
<b>3.W.6.1e.a.4</b>	Use coordinating and subordinating conjunctions.	With support, identify a coordinating conjunction.	With support, use coordinating and subordinating conjunctions.	Use coordinating and subordinating conjunctions.
<b>3.W.6.2a.a.1</b>	Appropriately use capitalization.	With support, identify capital letters.	Given a sentence, correctly use capital letters.	Appropriately use capitalization.
<b>3.W.6.2b.a.1</b>	Use apostrophes to form contractions.	With support, identify a contraction.	Correctly place an apostrophe in a contraction.	Use apostrophes to form contractions.
<b>3.W.6.2b.a.2</b>	Use apostrophes to form singular and plural possessives.	With support, identify a possessive.	With support, use apostrophes to form singular and plural possessives.	Use apostrophes to form singular and plural possessives.
<b>3.W.6.2b.a.3</b>	Use quotation marks to indicate direct speech.	With support, identify quotation marks.	Place quotation marks to indicate direct speech.	Use quotation marks to indicate direct speech.

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<b>3.W.6.2b.a.4</b>	Appropriately use commas.	With support, identify a comma.	Place a comma correctly in a given sentence.	Appropriately use commas.
<b>3.W.6.2c.a.1</b>	Use conventional spelling for high-frequency and other studied words.	With support, correctly identify the beginning sound of high-frequency and other studied words.	Identify a correctly spelled high-frequency or other studied word.	Use conventional spelling for high-frequency and other studied words.

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<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>4.RL.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	Utilizing visual supports, select details and examples in a text when explaining what the text says in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a low-complexity text.	Identify details and examples in a text when explaining what the text says explicitly in a moderate-complexity text.
<b>4.RL.2.1.a.2</b>	Refer to details and examples in a text when drawing basic inferences from a work of literature.	Utilizing visual supports, select a detail or example when drawing a basic inference in a low-complexity text.	Select details and examples when drawing basic inferences in a low-complexity text.	Select details and examples when drawing basic inferences in a moderate-complexity text.
<b>4.RL.2.2.a.1</b>	Paraphrase or retell the main events in a story, myth, legend, or novel.	With supports, retell a main event in a story, myth, legend, or novel in a low-complexity text.	With support, retell the main events in a story, myth, legend, or novel in a low-complexity text.	Paraphrase or retell the main events in a story, myth, legend, or novel in a moderate-complexity text.
<b>4.RL.2.2.a.2</b>	Identify the theme within a story, myth, legend or novel.	Utilizing visual supports, identify the theme within a story, myth, legend or novel in a low-complexity text.	Identify the theme within a story, myth, legend or novel in a low-complexity text.	Identify the theme within a story, myth, legend or novel in a moderate-complexity text.
<b>4.RL.2.2.a.3</b>	Provide evidence for the interpretation of the theme.	Utilizing visual supports, identify evidence for the interpretation of the theme in a low-complexity text.	Identify evidence for the interpretation of the theme in a low-complexity text.	Provide evidence for the interpretation of the theme in a moderate-complexity text.
<b>4.RL.2.3.a.1</b>	Describe a character, setting, or event in a story or play, drawing on specific details in the text.	With supports when given specific details, match them with the character, setting, or event in a low-complexity text.	With supports, describe a character, setting, or event using specific details in a low-complexity text.	Describe a character, setting, or event in a story or play, drawing on specific details in a moderate-complexity text.
<b>4.RL.2.3.a.2</b>	Explain how a character, setting, or event impacts the plot.	Utilizing visual supports, identify how a character, setting, or event impacts the plot in a low-complexity text.	Explain how a character, setting, or event impacts the plot in a low-complexity text.	Explain how a character, setting, or event impacts the plot in a moderate-complexity text.

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<b>4.RN.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	Utilizing visual supports, identify a detail or example when explaining what the text says in a low-complexity text.	Identify details and examples when explaining what the text says explicitly in a low-complexity text.	Refer to details and examples when explaining what the text says explicitly in a moderate-complexity text.
<b>4.RN.2.1.a.2</b>	Refer to details and examples in a text when drawing inferences from the text.	Utilizing visual supports, identify a detail or example in a text when drawing inferences from the text in a low-complexity text.	Identify details and examples in a text when drawing inferences from the text in a low-complexity text.	Refer to details and examples in a text when drawing inferences from the text in a moderate-complexity text.
<b>4.RN.2.2.a.1</b>	Determine the main idea of a text.	Utilizing visual supports, identify the main idea of a text when explicitly stated in a low-complexity text.	Determine the main idea of a text in a low-complexity text.	Determine the main idea of a text in a moderate-complexity text.
<b>4.RN.2.2.a.2</b>	Explain how the main idea is supported by key details.	Utilizing visual supports, identify the detail that matches the main idea when explicitly stated in a low-complexity text.	Identify the key details that support the main idea in a low-complexity text.	Explain how the main idea is supported by key details in a moderate-complexity text.
<b>4.RN.2.2.a.3</b>	Summarize the text.	Utilizing visual supports, identify the explicitly stated events that summarize a low-complexity text.	With supports, summarize a low-complexity text.	Summarize a moderate-complexity text.
<b>4.RN.2.3.a.1</b>	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	Using visual supports, identify a relationship between events, procedures, ideas, or concepts in a low-complexity historical, scientific, or technical text, based on specific information in the text.	Describe a relationship between events, procedures, ideas, or concepts in a low complexity historical, scientific, or technical text, based on specific information in the text.	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in a moderate-complexity text.
<b>4.RV.2.1.a.1</b>	Use context clues and text features to determine the meaning of unknown words.	Utilizing visual supports, use a context clue and/or text feature to determine the meaning of unknown words in a low-complexity text.	Use context clues and text features to determine the meaning of unknown words in a low-complexity text.	Use context clues and text features to determine the meaning of unknown words in a moderate-complexity text.
<b>4.RV.2.2.a.1</b>	Identify relationships among words, including homographs,	Utilizing visual supports, identify a relationship among words,	Identify relationships among words, including homographs,	Identify relationships among words, including homographs, homonyms,

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	homonyms, synonyms, antonyms, and multiple meanings.	including homographs, homonyms, synonyms, antonyms, and multiple meanings in a low-complexity text.	homonyms, synonyms, antonyms, and multiple meanings in a low-complexity text.	synonyms, antonyms, and multiple meanings in a moderate-complexity text.
<b>4.RV.2.4.a.1</b>	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	Utilizing visual supports, identify prefixes and/or suffixes of known words to help determine meaning.	When given a word bank of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), identify correct word meaning.	Utilize knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), to identify meaning of words.
<b>4.RV.2.5.a.1</b>	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.	Utilizing visual supports, identify the appropriate print reference materials to use to find the pronunciation and clarify the meanings of words.	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words.	Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.
<b>4.RV.3.1.a.1</b>	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).	Utilizing visual supports, identify words or phrases that provide meaning, including figurative language (e.g., similes, metaphors, or hyperbole) in isolation.	Recognize words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole) in a low-complexity text.	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole) in a moderate-complexity text.
<b>4.RV.3.2.a.1</b>	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text.	Utilizing visual supports, identify the meaning of a general academic and content-specific word in a nonfiction sentence.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text in a low-complexity text.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text in a moderate-complexity text.
<b>4.RV.3.3.a.1</b>	Explain the meanings of proverbs, adages, and idioms in context.	Utilizing visual supports, identify the meaning of a proverb, adage, or idiom in a sentence.	Describe the meaning of proverbs, adages, or idioms in a low-complexity text.	Explain the meaning of proverbs, adages, or idioms in a moderate-complexity text.
<b>4.SL.3.1.a.1</b>	Summarize the main ideas and supporting details of a text read aloud.	Utilizing visual supports, identify the main idea and a supporting detail explicitly stated in a low-complexity text read aloud.	With support, summarize the main idea and supporting details of a low-complexity text read aloud.	Summarize the main ideas and supporting details of a moderate-complexity text read aloud.

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<b>4.SL.3.2.a.1</b>	Identify evidence a speaker provides.	Utilizing visual supports, identify facts a speaker provides in a low-complexity presentation.	Identify evidence or facts a speaker provides in a low-complexity presentation.	Identify evidence a speaker provides in a moderate-complexity presentation.
<b>4.SL.3.2.a.2</b>	Use evidence a speaker provides to support particular points.	Utilizing supports, identify facts a speaker provides to support a particular point in a low-complexity presentation.	Identify evidence or facts a speaker provides to support particular points in a low-complexity presentation.	Use evidence a speaker provides to support particular points in a moderate-complexity presentation.
<b>4.SL.3.1.a.2</b>	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.	Utilize visual supports to identify a main idea and a supporting detail of information presented in diverse media and formats, including visually and quantitatively in a low-complexity presentation.	With support, summarize a main idea and supporting details of information presented in diverse media and formats, including visually and quantitatively in a low-complexity presentation.	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively in a moderate-complexity presentation.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>4.ML.2.1.a.1</b>	Recognize claims in print, image, and multimedia.	Recognize explicit claims in print, image, and multimedia by identifying the given claim with visual supports.	Recognize explicit claims in print, image, and multimedia by identifying the given claim.	Recognize claims in print, image, and multimedia by identifying the given claim.
<b>4.ML.2.1.a.2</b>	Identify evidence used to support these claims.	Identify evidence used to support explicit claims in a low-complexity text with visual supports.	Identify evidence used to support explicit claims in a low-complexity text.	Identify evidence used to support explicit/non-explicit claims in a moderate-complexity text.
<b>4.RL.3.1.a.1</b>	Explain major differences between poems, plays, and prose.	Identify a difference between poems, plays, and prose with visual supports in low-complexity texts.	Using a graphic organizer, explain major differences between the elements of poems, plays, and prose in low-complexity texts.	Explain major differences between the elements of poems, plays, and prose in moderate-complexity texts.
<b>4.RL.3.1.a.2</b>	Refer to the structural elements of poems or drama.	Identify the basic structural elements of low-complexity poems or drama with supports (visual, word bank).	Identify the basic structural elements of low-complexity poems or drama.	Refer to the structural elements of poems or drama in moderate-complexity texts.

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<b>4.RL.3.2.a.1</b>	Compare and contrast the point of view from which different stories are narrated.	Identify the point of view from which different stories are narrated in a low-complexity text with visual supports.	Compare and contrast in a graphic organizer the point of view from which different stories are narrated in a low-complexity text.	Compare and contrast the point of view from which different stories are narrated in a moderate-complexity text.
<b>4.RL.4.1.a.1</b>	Identify how visual and multimedia presentations and representations can enhance the meaning of a text.	Identify a visual or multimedia presentation that enhances the meaning in a low-complexity text with support.	Identify how visual and multimedia presentations and representations can enhance the meaning of a low-complexity text.	Identify how visual and multimedia presentations and representations can enhance the meaning of a moderate-complexity text.
<b>4.RL.4.2.a.1</b>	Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.	Given a graphic organizer, sort similar topics in two stories from different cultures in low-complexity texts.	Describe the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures in low-complexity texts.	Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures in a moderate-complexity text.
<b>4.RN.3.1.a.1</b>	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Locate information from a graphic text feature to gain meaning from a low-complexity text.	Identify text features to locate information and gain meaning from a low-complexity text (e.g., charts, tables, graphs, headings, subheadings, font/format).	Apply knowledge of text features to locate information and gain meaning from a moderate-complexity text (e.g., charts, tables, graphs, headings, subheadings, font/format).
<b>4.RN.3.2.a.1</b>	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.	Identify the organizational structure (e.g., problem-solution or sequential) of events, ideas, concepts, or information in a low-complexity text with visual support.	Identify the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text with a low complexity.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text with a moderate complexity.



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<b>4.RN.3.3.a.1</b>	Compare and contrast a firsthand and secondhand account of the same event or topic.	Given a graphic organizer, compare or contrast a firsthand and secondhand account of the same event or topic in a low-complexity text.	Given a graphic organizer, compare and contrast a firsthand and secondhand account of the same event or topic in a low-complexity text.	Compare and contrast a firsthand and secondhand account of the same event or topic in a moderate-complexity text.
<b>4.RN.3.3.a.2</b>	Describe the differences in focus and the information provided in firsthand and secondhand accounts.	Identify a difference in the information provided in firsthand and secondhand accounts in a low-complexity text with visual support.	Identify the differences in focus and the information provided in firsthand and secondhand accounts in a low-complexity text.	Describe the differences in focus and the information provided in firsthand and secondhand accounts in a moderate-complexity text.
<b>4.RN.4.1.a.1</b>	Distinguish between fact and opinion.	Utilizing visual supports, identify a fact or an opinion in a statement.	Utilizing a graphic organizer, classify between fact and opinion in a low-complexity text.	Distinguish between fact and opinion in a moderate-complexity text.
<b>4.RN.4.1.a.2</b>	Explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Utilizing visual supports, identify the evidence explicitly stated that supports the author's claim.	Identify the evidence the author uses to support a statement or a position (claim) in a low-complexity text.	Explain how an author uses reasons and evidence to support a statement or position (claim) in a moderate-complexity text.
<b>4.RN.4.2.a.1</b>	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Utilizing visual supports, identify the information from two statements on the same topic to demonstrate knowledge about the subject.	Given a graphic organizer, combine information from two texts on the same topic to demonstrate knowledge about the subject in a low-complexity text.	Combine information from two texts on the same topic to demonstrate knowledge about the subject in a moderate-complexity text.
<b>Writing</b>				
<b>4.W.3.1.a.1</b>	Introduce the topic or text within persuasive writing by stating an opinion.	With visual supports, identify an explicit opinion within a persuasive composition to introduce a topic.	Identify an opinion within a low to moderate persuasive composition to introduce a topic.	Introduce a topic and create an opinion in a persuasive composition.
<b>4.W.3.1.a.2</b>	Support a given opinion with facts and details in a persuasive composition.	With visual supports, identify facts that will support an explicit opinion within a persuasive composition.	Identify facts that will support the opinion within a low to moderate persuasive composition.	Support a given opinion with facts and details within a moderate persuasive composition.
<b>4.W.3.1.a.3</b>	Use an organizational structure to group related ideas that support	Match a given graphic organizer supporting the explicit purpose in a low-complexity persuasive	Given an organizational structure with some written supports determine the missing related	Use an organizational structure to determine the related ideas that

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	the purpose in a persuasive composition.	composition to the bolded key words within the composition.	ideas to support the purpose in a persuasive composition.	support the purpose in a persuasive composition.
<b>4.W.3.1.a.4</b>	Connect opinions and reasons using words and phrases in a persuasive composition.	Given a list of persuasive words, determine the words necessary to connect explicit opinions and reasons in a persuasive composition.	Given a list of words and phrases, determine the persuasive words and phrases that connect opinions and reasons in a persuasive composition.	Connect opinions and reasons using words and phrases in a persuasive composition.
<b>4.W.3.1.a.5</b>	Provide a concluding statement or paragraph related to the position presented in a persuasive composition.	Using visual supports or a list of persuasive words, identify the concluding statement or paragraph of a persuasive composition.	Identify the concluding statement or paragraph in a persuasive composition with persuasive words.	Provide the concluding statement or paragraph related to the position presented in a persuasive composition.
<b>4.W.3.1.a.6</b>	Write persuasive compositions in a variety of formats.	When given bolded key words in a composition, identify whether the writing is persuasive.	With support, write a persuasive composition.	Create a persuasive composition.
<b>4.W.3.2.a.1</b>	Provide an introductory paragraph with a clear main idea in an informative composition.	With visual support, choose the introductory sentence that includes a clear main idea for the given informative paragraph.	Create an introductory sentence that includes a clear main idea for the given paragraph in an informative composition.	Create the introductory paragraph that includes a clear main idea for the given informative composition.
<b>4.W.3.2.a.2</b>	Provide body paragraphs with topic and summary sentences in an informative composition.	With support, identify the topic sentence of an informative paragraph.	Identify the topic and summary sentences in an informative paragraph.	Create the paragraph that supports the topic and summary sentences in an informative composition.
<b>4.W.3.2.a.3</b>	Provide evidence from various sources and texts to support ideas and extend explanations in an informative composition.	Given a source, identify the text evidence that supports and extends explanations in an informative composition.	Given various sources, identify the text evidence that supports and extends explanations in an informative composition.	Develop text evidence that supports and extends explanations in an informative composition from various sources.
<b>4.W.3.2.a.4</b>	Connect ideas using words and phrases in an informative composition.	Given visual support, determine the words necessary to connect explicit ideas in an informative composition.	Given a list of words and phrases, connect ideas in an informative composition.	Connect ideas using words and phrases in an informative composition.

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<b>4.W.3.2.a.5</b>	Include text features and multimedia when useful to aid comprehension in an informative composition.	With examples, identify text features and multimedia that aid comprehension.	Identify text features and multimedia that aid comprehension in an informative composition.	Use text features and multimedia to aid comprehension in an informative composition.
<b>4.W.3.2.a.6</b>	Use language and vocabulary appropriate for audience and topic in an informative composition.	With support, choose the informative composition that uses appropriate language and vocabulary for the given audience and topic.	Choose the informative composition that uses appropriate language and vocabulary for the given audience and topic.	Create the informative composition that uses appropriate language and vocabulary for the given audience and topic.
<b>4.W.3.2.a.7</b>	Provide a concluding statement or paragraph to support the information presented in an informative composition.	Using visual support, identify the concluding statement or paragraph in the informative composition.	With support, create a concluding statement or paragraph in an informative composition.	Produce a concluding statement or paragraph related to the position presented in an informative composition.
<b>4.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	Using visual support, choose the informative composition that matches the topic.	With support, write an informative composition that matches the topic.	Create an informative composition that matches the topic.
<b>4.W.3.3.a.1</b>	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.	Using visual support, identify an introduction in a narrative composition.	With support, create an introduction in a narrative composition.	Construct an introduction in a narrative composition.
<b>4.W.3.3.a.2</b>	Organize events using meaningful transitional words and phrases in a narrative composition.	Using visual supports, organize events using meaningful words in a narrative composition.	With support, organize events using meaningful transitional words and phrases in a narrative composition.	Organize events using meaningful transitional words and phrases in a narrative composition.
<b>4.W.3.3.a.3</b>	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations in a narrative composition.	Using visual supports, identify dialogue and/or descriptive details about characters' personalities, feelings, or responses to situations in a narrative.	Identify dialogue and descriptive details to develop events and/or reveal characters' personalities, feelings, and responses to situations in a narrative composition.	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations in a narrative composition.

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<b>4.W.3.3.a.4</b>	Utilize vocabulary with sensory details to give clear pictures of ideas and events in a narrative composition.	With visual support, select vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.	Given a word bank, utilize vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.	Utilize vocabulary with sensory details to give a clear picture of ideas and events in a narrative text.
<b>4.W.3.3.a.5</b>	Provide an ending that follows the narrated experiences or events in a narrative composition.	Using visual supports, select an appropriate ending for a narrative.	With support, produce an appropriate ending for a narrative text.	Produce an appropriate ending for a narrative text.
<b>4.W.3.3.a.6</b>	Write narrative compositions in a variety of forms.	Using visual supports, identify a narrative composition.	With support, generate narrative compositions.	Generate narrative compositions in a variety of forms.
<b>4.W.4.a.1</b>	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.	Using visual supports, identify the ideas relevant to the topic.	With support, develop the draft that is relevant to topic, purpose, and genre.	Given a variety of ideas, develop a draft that is relevant to topic, purpose, and genre.
<b>4.W.4.a.2</b>	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).	With support, identify the word that best revises a sentence.	Provide the word or basic phrase that best revises a passage or paragraph.	Develop a sentence that best revises the passage or paragraph.
<b>4.W.4.a.3</b>	Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	With support, identify the word that best edits the sentence.	Using an editing checklist, provide the word within a sentence that best revises the sentence.	Using an editing checklist, produce the sentence that best revises the paragraph.
<b>4.W.5.a.1</b>	Identify a specific topic or question of interest.	With support, identify a topic or question of interest.	Create a general topic or question of interest.	Create a specific topic or question of interest.
<b>4.W.5.a.2</b>	Use organizational features of print and digital sources efficiently to locate further information.	With support, identify organizational features in a print or digital source.	With support, use a variety of organizational features of print and digital sources to locate sources for further information.	Using a variety of organizational features of print or digital sources, locate sources for further information.
<b>4.W.5.a.3</b>	Determine the reliability of the sources.	Using a visual support (graphic organizer), sort reliable and unreliable sources.	With support, determine a reliable source from a list of sources.	Determine whether the information is from a reliable source.

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<b>4.W.5.a.4</b>	Summarize relevant information in their own words, giving credit to the source.	With support, identify a summary.	With support, produce a summary that is cited correctly, giving credit to the source.	Produce a summary that is cited correctly, giving credit to the source.
<b>4.W.6.1a.a.1</b>	Write sentences using personal pronouns.	Given a word bank of personal pronouns, identify the personal pronouns in a sentence.	With support, generate sentences using correct personal pronouns.	Generate sentences using correct personal pronouns.
<b>4.W.6.1a.a.2</b>	Write sentences that include relative and reflexive pronouns.	Given a word bank of relative and reflexive pronouns, identify the relative and reflexive pronouns within a sentence.	Given a word bank of relative and reflexive pronouns, create a sentence that correctly uses relative and reflexive pronouns.	Generate sentences using correct relative and reflexive pronouns.
<b>4.W.6.1b.a.1</b>	Write sentences that use the progressive verb tenses.	Given a word bank of progressive verb tenses, identify progressive verb tenses within a sentence.	Given a word bank of verbs, create a sentence that correctly uses progressive verb tenses.	Generate sentences using correct progressive verb tenses.
<b>4.W.6.1b.a.2</b>	Recognize inappropriate shifts in verb tense.	When verbs are bolded, identify the correct verb tense within a sentence.	Identify the correct verb tense within a sentence.	Generate sentences using the correct verb tense.
<b>4.W.6.1b.a.3</b>	Correct inappropriate shifts in verb tense.	When verbs are bolded, identify the correct verb tense within a sentence.	Identify the correct verb tense within a sentence.	Correct sentences that have inappropriate shifts in verb tense.
<b>4.W.6.1b.a.4</b>	Use modal auxiliaries (e.g., can, may, must).	Given a list of verbs, identify modal auxiliaries in a phrase.	Identify modal auxiliaries within a sentence.	Use modal auxiliaries within a sentence.
<b>4.W.6.1c.a.1</b>	Write sentences using adjectives.	Given a word bank of adjectives, identify the adjectives in a phrase.	Given a word bank, identify adjectives within a sentence.	Create a sentence with adjectives.
<b>4.W.6.1c.a.2</b>	Write sentences using relative adverbs (e.g., where, when).	Given a word bank of relative adverbs, identify the relative adverbs in a sentence.	Given a word bank of adverbs, identify relative adverbs.	Produce sentences using correct relative adverbs.
<b>4.W.6.1d.a.1</b>	Write sentences that include prepositions.	Given examples, identify prepositions in a phrase.	Given a word bank, identify prepositions in a sentence.	Develop sentences using prepositions.

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<b>4.W.6.1e.a.1</b>	Correctly write simple sentences.	Given examples, identify simple sentences.	With support, create a simple sentence.	Create simple sentences.
<b>4.W.6.1e.a.2</b>	Correctly write compound sentences.	Given examples, identify compound sentences.	With support, create a compound sentence.	Create compound sentences.
<b>4.W.6.1e.a.3</b>	Correctly write complex sentences.	Given examples, identify complex sentences.	With support, identify a complex sentence.	Create complex sentences.
<b>4.W.6.1e.a.4</b>	Use coordinating and subordinating conjunctions.	Utilizing visual supports, identify coordinating and subordinating conjunctions within a sentence.	Identify coordinating and subordinating conjunctions within a sentence.	Use coordinating and subordinating conjunctions within a sentence.
<b>4.W.6.2a.a.1</b>	Appropriately use capitalization.	With support, identify correct capitalization when referring to the first word of the sentence.	Given examples, produce a sentence that uses correct capitalization of proper nouns.	Create a sentence that uses correct capitalization.
<b>4.W.6.2b.a.1</b>	Correctly use apostrophes to form possessives and contractions.	With support, identify the correctly used apostrophes when given a contraction.	Identify the correctly used apostrophes when given a contraction and/or possessive noun.	Develop a sentence that correctly uses apostrophes.
<b>4.W.6.2b.a.2</b>	Use quotation marks to indicate direct speech.	With support, identify quotation marks to indicate direct speech.	When given a sentence, use quotation marks that are used correctly.	Create a sentence using quotation marks to indicate direct speech.
<b>4.W.6.2b.a.3</b>	Use a comma before a coordinating conjunction in a compound sentence.	Using visual supports, identify the sentence that uses a comma in a coordinating conjunction in a compound sentence.	Identify the sentence that uses a comma before a coordinating conjunction in a compound sentence.	Create a compound sentence correctly using a comma before the coordinating conjunction.
<b>4.W.6.2c.a.1</b>	Use spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.	With support, identify the correct spelling pattern in single syllable words.	Identify the correct spelling pattern of multi-syllable words.	Use the correct spelling patterns in single and multi-syllable words.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>5.RL.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	With support(s), identify details and examples in a text when explaining what is stated in a low-complexity text.	Select details and examples in a text when explaining what the low-complexity text says explicitly.	Refer to details and examples in a text when explaining what a low- to moderate-complexity text says explicitly.
<b>5.RL.2.1.a.2</b>	Refer to specific text evidence to support inferences.	With support(s), identify specific text evidence to support inferences in a low-complexity text.	Select specific text evidence to support inferences in a low-complexity text.	Refer to specific text evidence to support inferences in a low- to moderate-complexity text.
<b>5.RL.2.2.a.1</b>	Summarize the text.	With support(s), identify a summary statement from a low-complexity text.	Identify a summary statement of an event or part of a low-complexity text.	Summarize the text.
<b>5.RL.2.2.a.2</b>	Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	With support(s), identify the theme of a story with an explicit theme and low-complexity text.	Identify the theme of a story with low-complexity text.	Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic in texts of low to moderate complexity.
<b>5.RL.2.3.a.1</b>	Describe characters, settings, and events within a story; provide or identify specific details in the text to support the description.	With support(s), identify characters, setting, and events in detail in a low-complexity text.	Identify characters, setting, and events in detail in a low-complexity text.	Describe characters, settings, and events within a story; provide or identify specific details in the text to support the description in texts of low to moderate complexity.

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Grade 5 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.RN.2.1.a.1</b>	Quote accurately from a text when explaining what the text says explicitly.	With support(s), identify a quote from a low-complexity text.	Identify a quote from a low-complexity text.	Quote accurately from a text when explaining what the text says explicitly in a low- to moderate-complexity text.
<b>5.RN.2.1.a.2</b>	Quote accurately from a text to support inferences.	With support(s), identify a quote or statement that supports a provided inference from a low-complexity text.	Identify a quote or statement that supports a provided inference from a low-complexity text.	Quote accurately from a text to support inferences in a low- to moderate-complexity text.
<b>5.RN.2.2.a.1</b>	Determine main ideas, and identify key details to support main ideas.	With support(s), identify a detail of a low-complexity text.	Identify the main idea or details of a low-complexity text.	Determine main ideas, and identify key details to support main ideas in a low- to moderate-complexity text.
<b>5.RN.2.2.a.2</b>	Summarize the text.	With support(s), identify a summary statement from a low-complexity text.	Identify a summary statement of an event or part of a low-complexity text.	Summarize a low- to moderate-complexity text.
<b>5.RN.2.3.a.1</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.	With support(s), define the relationship between two text-based features from a historical, scientific, or technical text of low complexity.	Define the relationship between two text-based features from a historical, scientific, or technical text of low to moderate complexity.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across low- to moderate-complexity texts.
<b>5.RV.2.1.a.1</b>	Use context and text features to determine the meanings of unknown words.	With support(s), use a context feature to determine the meaning of a word in a low-complexity text.	Use context features to determine the meaning of a word in a low-complexity text.	Use context and text features to determine the meaning of a word in a low- to moderate-complexity text.
<b>5.RV.2.2.a.1</b>	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	With support(s), identify a synonym or multiple meaning word.	Identify synonyms, antonyms, homographs, and multiple meaning words of common academic words.	Identify relationships among words such as multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and/or analogies.



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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.RV.2.4.a.1</b>	Use common grade-appropriate known words and word patterns as clues to determine the meaning of an unknown word.	With support(s), identify the meaning of a known word.	Identify the meaning of an unknown word using common grade-appropriate known words.	Use common grade-appropriate known words and word patterns as clues to determine the meaning of an unknown word.
<b>5.RV.3.1.a.1</b>	Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.	With support(s), identify figurative language.	With support(s), identify the meaning of common figurative language.	Identify the meaning of common figurative language in text.
<b>5.RV.3.2.a.1</b>	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text.	With support(s), use an explicit context feature to determine the meaning of a word in a low-complexity text.	Use text features to determine the meaning of a word from a low-complexity nonfiction text.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text in a low- to moderate-complexity text.
<b>5.RV.3.3.a.1</b>	Identify the meaning of common idioms, proverbs, or adages.	With support(s), identify a common proverb or adage.	Identify the lesson in a common proverb or adage.	Identify the meaning of a common idiom or the lesson of a common proverb or adage.
<b>5.SL.3.1.a.1</b>	Summarize the main ideas and supporting details of a text read aloud.	With support(s), identify the main idea of an expressed message that is presented via the student's preferred mode of communication.	From a given main idea, identify a supporting detail of a low-complexity expressed message.	Summarize the main idea and supporting details of a low- or moderate-complexity expressed message.
<b>5.SL.3.1.a.2</b>	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively.	With support(s), identify a supporting detail that supports a main idea.	Given supporting details, identify the main idea.	Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually and quantitatively in a low- to moderate-complexity text.
<b>5.SL.3.2.a.1</b>	Summarize the points a speaker makes.	With support(s), identify a summary statement of a low-complexity expressed message.	Identify a summary statement of a low- or moderate-complexity expressed message.	Summarize points of a moderate-complexity expressed message.
<b>5.SL.3.2.a.2</b>	Identify the reasons and evidence a speaker provides to support particular points.	With support(s), identify a reason that supports the speaker's point.	With support(s), identify reasons that support the speaker's point.	Identify reasons that support the speaker's point.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>5.ML.2.1.a.1</b>	Review claims made in various types of media.	Match type of claim to specific type of accessible, most common media given support(s).	Identify claims made in various types of accessible media given support(s).	Identify claims made in various types of accessible media.
<b>5.ML.2.1.a.2</b>	Evaluate evidence used to support these claims.	Identify claims made in various accessible, most common types of media given support(s).	Identify claims made in various types of accessible media given support(s).	Evaluate evidence used to support claims in various types of accessible media.
<b>5.ML.2.2.a.1</b>	Identify the role of the media in focusing people's attention on events.	Identify the purpose of the given accessible, most common media format given support(s).	Identify the purpose of the given accessible media format.	Identify the purpose of the given media format.
<b>5.ML.2.2.a.2</b>	Identify the role of the media in forming people's opinions on issues.	Identify the purpose of accessible, most common types of media given support(s).	Identify the purpose of the given accessible media.	Identify the purpose of given media in forming people's opinions.
<b>5.RL.3.1.a.1</b>	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text.	Identify how a series of phrases fit together to provide the overall structure of a particular low-complexity text given support(s).	Explain how a series of scenes or stanzas fit together to provide the overall structure of a particular low- to moderate-complexity text.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular low- to moderate-complexity text.
<b>5.RL.3.2.a.1</b>	Describe how a narrator's or speaker's point of view influences how events are portrayed.	Identify a narrator's or speaker's point of view portrayed in a low-complexity text given support(s).	Identify a narrator's or speaker's point of view in a low- to moderate-complexity text.	Use a narrator's or speaker's point of view to describe how it influences events in a moderate-complexity text.
<b>5.RL.4.1.a.1</b>	Identify how visual and multimedia presentations and representations can enhance the meaning of a text.	Select an accessible visual or multimedia presentation that enhances the meaning of a low-complexity text given support(s).	Select an accessible visual or multimedia presentation that enhances the meaning of a low- to moderate-complexity text.	Identify how an accessible visual or multimedia presentation enhances the meaning of a moderate-complexity text.

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Grade 5 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>5.RL.4.2.a.1</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Identify similarities in stories of the same genre of low-complexity texts given support(s).	Identify similarities or differences in stories of the same genre of low- to moderate-complexity texts.	Identify similarities and differences in stories of the same genre of moderate-complexity texts.
<b>5.RN.3.1.a.1</b>	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Identify text features on a given topic in a low-complexity text given support(s).	Use text features to locate the correct information for a given topic in a low-complexity text given support(s).	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
<b>5.RN.3.2.a.1</b>	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Identify similarities in events, ideas, concepts, or information in stories with low-complexity text given support(s).	Identify similarities or differences in events, ideas, concepts, or information in stories with a low- to moderate-complexity text.	Identify similarities and differences in events, ideas, concepts, or information in stories with a moderate-complexity text.
<b>5.RN.3.3.a.1</b>	Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic.	Identify similarities in multiple perspectives of low-complexity texts given supports(s).	Identify similarities or differences in multiple perspectives of low- to moderate-complexity texts.	Identify similarities and differences in multiple perspectives of moderate-complexity texts.
<b>5.RN.4.1.a.1</b>	Explain how an author uses reasons and evidence to support particular points in a text.	Identify a key point related to the author's perspective in a low-complexity text given support(s).	Identify key points related to the author's perspective given a low- to moderate-complexity text.	Explain how an author uses reasons and evidence to support particular points in a moderate-complexity text.
<b>5.RN.4.2.a.1</b>	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Match information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject given support(s).	Identify the same topic in several texts with a low- to moderate-complexity text.	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
<b>Writing</b>				
<b>5.W.3.1.a.1</b>	Provide an introduction that states own position within persuasive composition.	With supports, identify an appropriate detail that correlates with a position in persuasive composition.	Identify an appropriate topic sentence that correlates with a given position within persuasive composition.	Compose an appropriate introduction that correlates with a given position within persuasive composition.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.W.3.1.a.2</b>	Use language appropriate to the identified audience in a persuasive composition.	With supports, select appropriate persuasive language (formal vs. informal) for a specific audience when given an example.	Identify appropriate persuasive language (formal vs. informal) for a specific audience when given an example.	Use appropriate persuasive language (formal vs. informal) based on the intended audience.
<b>5.W.3.1.a.3</b>	Provide relevant facts and reasons to support stated opinion within persuasive writing.	With supports, identify facts to support an opinion within a persuasive composition.	Identify facts and/or reasons to support an opinion within a persuasive composition.	Provide facts and reasons to support an opinion within a persuasive composition.
<b>5.W.3.1.a.4</b>	Organize ideas to support the purpose in a persuasive composition.	With supports, add the beginning or ending idea to an existing sequence to support a persuasive composition.	Identify ideas in a coherent sequence to support persuasive composition.	Organize similar multiple ideas and present in a coherent sequence to support persuasive composition.
<b>5.W.3.1.a.5</b>	Link positions and reasons using words, phrases, and clauses in a persuasive composition.	With supports, identify a position or a reason in a persuasive composition.	Identify positions and reasons in a persuasive composition.	Link multiple positions and reasons in a persuasive composition.
<b>5.W.3.1.a.6</b>	Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.	With supports, select a clear concluding statement related to the opinion stated in a persuasive composition.	Select a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.	Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.
<b>5.W.3.1.a.7</b>	Write persuasive compositions in a variety of forms.	With supports, identify a persuasive statement.	Complete or add to an existing persuasive composition.	Produce persuasive compositions in forms of their choice.
<b>5.W.3.2.a.1</b>	Introduce a topic in an informative composition.	With supports, identify a topic for an informative composition.	Determine a topic sentence for an informative composition.	Compose a topic for an informative composition.
<b>5.W.3.2.a.2</b>	Arrange sentences and paragraphs logically, in an organizational form appropriate to the topic in an informative composition.	With supports, add a detail to an existing informative composition.	Write an informative sentence expressing a complete thought.	Produce an informative composition organized with a beginning, middle, and end.
<b>5.W.3.2.a.3</b>	Provide examples, facts, quotations, or other information to support a topic in an informative composition.	With supports, identify a fact or other information to support a topic in an informative composition.	Identify either examples, facts, quotations, or other information to support a topic in an informative composition.	Provide examples, facts, quotations, or other information to support a topic in an informative composition.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.W.3.2.a.4</b>	Use appropriate language, vocabulary, and sentence variety to support the appropriate tone and formality in an informative composition.	With supports, identify the use of appropriate language and vocabulary to write an informative sentence.	Identify the use of appropriate language, vocabulary, and/or sentence variety to support an informative paragraph.	Use appropriate language, vocabulary, and sentence variety to support the appropriate tone and formality in an informative composition.
<b>5.W.3.2.a.5</b>	Use transitional words, phrases, and clauses to connect ideas and create cohesion in an informative composition.	With supports, identify transitional words used to connect ideas and create cohesion in an informative composition.	Identify the use of transitional phrases to sequence ideas in an informative composition.	Use transitional phrases to connect ideas and create cohesion in an informative composition.
<b>5.W.3.2.a.6</b>	Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.	With supports, identify a concluding statement related to the information or explanation presented in an informative composition.	Provide a concluding statement related to the information or explanation presented in an informative composition.	Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.
<b>5.W.3.2.a.7</b>	Include text features and multimedia when useful to aid comprehension in an informative composition.	With supports, identify a text feature or multimedia when useful to aid comprehension in an informative composition.	Include text features or multimedia when useful to aid comprehension in an informative composition.	Include text features and multimedia when useful to aid comprehension in an informative composition.
<b>5.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	With supports, complete or add to an existing informative composition.	Produce informative sentence(s) on a variety of topics.	Produce informative compositions on a variety of topics.
<b>5.W.3.3.a.1</b>	Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.	With supports, produce a sentence or draw a picture that has a character and an action.	Produce sentences that have a character, actions, and setting.	Produce sentences that contain a beginning, middle, and end of a narrative composition and identify the characters, setting, and action.
<b>5.W.3.3.a.2</b>	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions in a narrative composition.	With supports, order a first and next sequence.	Order a first, next, last sequence.	Produce a first, next, last sequence with transition words.

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Grade 5 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations in a narrative composition.	With supports, add details to sentences or pictures.	Add details to expand meaning in narrative writing.	Use dialogue or description to expand meaning in narrative writing.
<b>5.W.3.3.a.4</b>	Use precise and expressive vocabulary in a narrative composition.	With supports, use precise vocabulary in a sentence.	Use precise vocabulary in several sentences.	Use precise and expressive vocabulary in various sentence types within a narrative composition.
<b>5.W.3.3.a.5</b>	Use figurative language in a narrative composition with support(s).	With supports, use figurative language in a narrative composition.	Identify basic figurative language in written sentences.	Use figurative language in a narrative composition.
<b>5.W.3.3.a.6</b>	Provide an ending that follows from the narrated events in a narrative composition.	With supports, produce word(s) or draw a picture to show the ending to a given story.	Produce or narrate a single sentence ending that follows from the narrated events in a narrative composition.	Produce or narrate a multi-sentence ending that follows from the narrated events in a narrative composition.
<b>5.W.3.3.a.7</b>	Write narrative compositions in a variety of forms.	With supports, produce or draw a narrative sentence.	Produce one or more narrative sentences.	Produce narrative compositions in a variety of forms.
<b>5.W.4.a.1</b>	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.	With supports, select ideas relevant to topic.	Generate a draft by selecting and organizing ideas relevant to topic.	Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.
<b>5.W.4.a.2</b>	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).	With supports, revise a sentence using an editing checklist.	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice) using an editing checklist.	Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice) using an editing checklist.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.W.4.a.3</b>	Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).	With supports, edit produced text to include ending punctuation and starting with a capital.	Edit produced text for ending punctuation, starting with a capital and phonetic spelling.	Edit produced text for format and conventions (e.g., spelling, capitalization, usage, punctuation).
<b>5.W.5.a.1</b>	Formulate a research question.	With supports, identify a question.	Formulate a "why" question.	Formulate a research question.
<b>5.W.5.a.2</b>	Gather information through reliable primary and secondary sources.	With supports, identify information sources.	Gather information through a reliable source.	Gather information through reliable primary and secondary sources.
<b>5.W.5.a.3</b>	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.	With supports, identify a supporting detail or direct quote.	Produce a supporting detail or direct quote.	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
<b>5.W.6.1b.a.1</b>	Write sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).	With supports, identify the correct verb phrase within a sentence.	Identify sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).	Produce sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).
<b>5.W.6.1b.a.2</b>	Correctly use verbs that are often misused.	With supports, identify verbs used in a model.	Identify verbs that are often misused.	Correctly use verbs that are often misused.
<b>5.W.6.1d.a.1</b>	Write sentences that use prepositional phrases.	With supports, identify prepositions.	Produce a prepositional phrase within a sentence.	Produce sentences that use prepositional phrases.
<b>5.W.6.1d.a.2</b>	Explain the functions of prepositional phrases in the sentence.	With supports, identify prepositional phrases in the sentence.	Identify prepositional phrases in the sentence.	Explain the functions of prepositional phrases in the sentence.
<b>5.W.6.1e.a.1</b>	Correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.	With supports, correctly categorize simple, declarative, interrogative, and exclamatory sentences.	Produce simple, declarative, interrogative, and exclamatory sentences with support(s).	Correctly produce simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.W.6.2a.a.1</b>	Apply correct usage of capitalization in writing.	With supports, identify correct usage of capitalization in writing at the beginning of a sentence.	Apply correct usage of capitalization in writing at the beginning of a sentence.	Apply correct usage of capitalization in writing.
<b>5.W.6.2b.a.1</b>	Apply correct usage of apostrophes in writing.	With supports, identify apostrophes in writing.	Given a sentence, correctly place an apostrophe to show possession.	Apply correct usage of apostrophes in writing.
<b>5.W.6.2b.a.2</b>	Apply correct usage of quotation marks in writing.	With supports, identify quotation marks in writing.	Given a sentence, correctly place quotation marks to indicate speaking.	Apply correct usage of quotation marks in writing.
<b>5.W.6.2c.a.1</b>	Apply correct spelling patterns and generalizations in writing.	With supports, correctly identify the beginning sound of a word.	Identify a correctly spelled common word in a composition.	Apply correct spelling patterns and generalizations in a composition.



**I AM Performance Level Descriptors (PLDs)  
Grade 6 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>6.RL.2.1.a.1</b>	Use specific details in a text to explain what a text says explicitly.	Utilizing supports, identify a detail in a low-complexity text when describing what the text says explicitly.	Refer to details in a low-complexity text when describing what the text says explicitly.	Refer to details in a low- to moderate-complexity text when explaining what the text says explicitly.
<b>6.RL.2.1.a.2</b>	Use specific details from the text to support inferences.	Utilizing supports, identify a detail in a low-complexity text when making inferences.	Refer to details in a low-complexity text when making inferences.	Refer to specific details in a low- to moderate-complexity text when making inferences.
<b>6.RL.2.2.a.1</b>	Determine how a theme or central idea of a work of literature is conveyed through particular details.	Utilizing supports, identify a detail conveying a stated central idea in a low-complexity literature text.	Identify a detail conveying a stated central idea in a low-complexity literature text.	Determine how particular details convey a stated central idea or theme in a low- to moderate-complexity literature text.
<b>6.RL.2.2.a.2</b>	Provide a detailed, objective summary of the text.	Utilizing supports, identify a summary statement from a low-complexity text.	Provide a summary statement of part of a low-complexity text.	Provide a detailed summary statement from a low- to moderate-complexity text.
<b>6.RL.2.3.a.1</b>	Explain how a plot unfolds in a series of episodes.	Utilizing supports, identify sequence of plot events in literature in a low-complexity text.	Sequence plot events in literature in a low-complexity text.	Explain the unfolding of plot in a series of episodes in a low- to moderate-complexity text.
<b>6.RL.2.3.a.2</b>	Explain how the characters respond or change as the narrative advances and moves toward a resolution.	Using visuals and support, identify change(s) in characters in a low-complexity text.	Identify change(s) in characters as the narrative advances and moves toward a resolution in a low-complexity text.	Explain how the characters respond or change as the narrative advances and moves toward a resolution in a moderate-complexity text.
<b>6.RN.2.1.a.1</b>	Use specific details in a text to explain what a text says explicitly.	Utilizing supports, identify a detail in a low-complexity text when describing what the text says explicitly.	Refer to specific details in a low-complexity text when describing what the text says explicitly.	Refer to specific details in a low- to moderate-complexity text when explaining what the text says explicitly.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6.RN.2.1.a.2</b>	Use specific details from the text to support inferences.	Utilizing supports, identify a detail in a low-complexity text when describing what the text implies.	Refer to specific details in a low-complexity text when describing what the text implies.	Refer to specific details in a low- to moderate-complexity text when explaining what the text implies.
<b>6-8.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in a low-complexity text.	Identify specific textual evidence to categorize for understanding primary and secondary sources in a low-complexity text.	Cite specific textual evidence to support analysis of primary and secondary sources in a low- to moderate-complexity text.
<b>6-8.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
<b>6.RN.2.2.a.1</b>	Determine how a central idea of a text is conveyed through particular details.	Utilizing supports, identify a detail conveying a stated central idea in a low-complexity text.	Identify a detail conveying a stated central idea in a low-complexity text.	Determine how a variety of particular details convey a stated central idea in a low- to moderate-complexity text.
<b>6.RN.2.2.a.2</b>	Provide a summary of the text distinct from personal opinions or judgments.	Utilizing supports, identify a summary statement of a low-complexity text.	Provide a summary statement of an event or part of a low-complexity text.	Provide an objective summary statement from a low- to moderate-complexity text.
<b>6-8.LH.2.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions of a low-complexity text.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions of low- to moderate-complexity texts.
<b>6-8.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6.RN.2.3.a.1</b>	Analyze in detail how a key individual is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key individuals in a low-complexity text.	Identify key individuals in a low-complexity text and provide details about them.	Analyze in detail how a key individual is introduced, illustrated, and elaborated in a moderate-complexity text.
<b>6.RN.2.3.a.2</b>	Analyze in detail how a key event is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key events in a low-complexity text.	Identify key events in a low-complexity text and provide details about them.	Analyze in detail how a key event is introduced, illustrated, and elaborated in a moderate-complexity text.
<b>6.RN.2.3.a.3</b>	Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key ideas in a low-complexity text.	Identify key ideas in a low-complexity text and provide details about them.	Analyze in detail how a key idea is introduced, illustrated, and elaborated in a moderate-complexity text.
<b>6.RV.2.1.a.1</b>	Use context to determine the meaning of words or phrases.	Use support to determine the meaning of a word in surrounding context in a low-complexity text.	Use surrounding context to determine the meaning of a word in a low-complexity text.	Use context to determine the meaning of a word or phrase in a low- to moderate-complexity text.
<b>6.RV.2.2.a.1</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Utilizing supports, match the relationship between two different words (e.g., cause/effect, part/whole, item/category) in a low-complexity text.	Identify the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words in a low-complexity text.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words in a low- to moderate-complexity text.
<b>6.RV.2.3.a.1</b>	Distinguish among the connotations of words with similar denotations.	Utilizing supports, match the connotations of words with similar denotations in a low-complexity text.	Identify the connotations of words with similar denotations in a low-complexity text.	Distinguish among the connotations of words with similar denotations in a low- to moderate-complexity text.
<b>6.RV.2.4.a.1</b>	Use common, grade-appropriate Greek or Latin roots and affixes and roots as clues to the meaning of a word.	Utilizing supports, match common, below grade level Greek or Latin affixes and roots as clues to the meaning of words in a low-complexity text.	Identify common, below grade level Greek or Latin affixes and roots as clues to the meaning of words in a low-complexity text.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a low- to moderate-complexity text.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6.RV.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Utilizing supports, match the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low- to moderate-complexity text.
<b>6.RV.3.1.a.2</b>	Analyze the impact of a specific word choice on meaning and tone.	Using supports, match specific word choice for meaning or tone in a low-complexity text.	Identify specific word choices that impact meaning and tone in a low-complexity text.	Analyze specific word choices that impact meaning and tone in a moderate-complexity text.
<b>6.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text including figurative (i.e., metaphors, similes, and idioms) connotative, and technical meanings.	Utilizing supports, match the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low- to moderate-complexity text.
<b>6-8.LH.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies in a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low- to moderate-complexity text.
<b>6-8.LST.3.1.a</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	With supports, match the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Identify the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

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<b>6.RV.3.3.a.1</b>	Interpret figures of speech (e.g., personification) in context.	Using supports, match figures of speech in context in a low-complexity text.	Identify figures of speech in context in a low-complexity text.	Interpret figures of speech in context in a low- to moderate-complexity text.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>6.ML.2.1.a.1</b>	Use evidence to evaluate the accuracy of information presented in multiple media messages.	With support and limited options, identify which information is accurate from multiple media messages.	Identify accurate evidence presented in multiple media messages.	Use evidence to evaluate the accuracy of information presented in multiple media messages.
<b>6.ML.2.2.a.1</b>	Identify the target audience of a particular media message based on its context.	Using support, match the audience of a particular media message to the context.	Identify an audience based on the context of a media message.	Identify the target audience of a particular media message based on its context.
<b>6.RL.3.1.a.1</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.	Using supports, identify a structure in a work of a low-complexity work of literature.	Identify how a particular sentence, chapter, scene, or stanza fits into the overall structure of a low-complexity work of literature.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.
<b>6.RL.3.1.a.2</b>	Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.	Using supports, identify particular sentences that indicate the setting or plot of a low-complexity text.	Identify how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot of a low-complexity text.	Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.
<b>6.RL.3.2.a.1</b>	Explain how an author develops the point of view of the narrator or speaker in a text.	Using supports, match the point of view of the narrator or speaker in a low-complexity text.	Identify the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>6.RL.3.2.a.2</b>	Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.	Using supports and explicit context, identify the narrator or speaker's impact on the mood or tone in a low-complexity text.	Identify the narrator or speaker's impact the mood, tone, and meaning of a text.	Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.

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<b>6.RN.3.2.a.1</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.	Using supports, identify a structure in a work of a low-complexity text.	Identify how a particular paragraph, chapter, or section fits into the overall structure of a low-complexity text.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
<b>6.RN.3.2.a.2</b>	Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.	Using supports, match sentences to a particular paragraph of a low-complexity text.	Identify how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas of a low-complexity text.	Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.
<b>6-8.LH.3.2.a.1</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low to moderate complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).

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<b>6-8.LST.3.2.a</b>	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Using supports, identify the structure of a low-complexity text.	Identify the structure and how major sections contribute to the whole in a low- to moderate-complexity text.	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<b>6.RN.3.3.a.1</b>	Determine an author's perspective or purpose.	With given support and options, match author's purpose with a low-complexity text.	Select from options an author's perspective or purpose with a low-complexity text.	Determine an author's perspective or purpose with a low- to moderate-complexity text.
<b>6-8.LH.3.3.a.1</b>	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>6-8.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>6.RN.3.3.a.2</b>	Explain how an author's perspective is conveyed.	With given support and options, match an author's explicit perspective to how it is conveyed in a low-complexity text.	Identify how an author's perspective is conveyed using a low-complexity text.	Explain how an author's perspective is conveyed in a low- to moderate-complexity text.
<b>6.RN.4.1.a.1</b>	Trace the argument and specific claims in a text.	With supports, identify the argument in a low-complexity text.	Identify the argument and identify claims supporting the argument in a low-complexity text.	Trace the argument and identify the specific claims in a low- to moderate-complexity text.
<b>6.RN.4.1.a.2</b>	Evaluate the claim or argument; determine if it is supported by evidence.	Identify the claim or argument in a low-complexity text.	Identify the claim and supporting evidence in a low-complexity text.	Evaluate the claim or argument; determine if it is supported by evidence in a low- to moderate-complexity text.
<b>6-8.LH.4.2.a.1</b>	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgements in a text of low to moderate complexity.	Distinguish among fact, opinion, and reasoned judgement in a moderate-complexity text.

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<b>6-8.LST.4.2.a</b>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
<b>6-8.LH.4.1.a.1</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>6-8.LST.4.1.a</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>Writing</b>				
<b>6.W.3.1.a.1</b>	Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.	When given supports, identify a claim in a given mentor text of low complexity.	Recognize strategies such as textual analysis, comparison/contrast, and cause/effect for a given mentor text of low complexity.	Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.
<b>6.W.3.1.a.2</b>	Use an organizational structure to group related ideas that support the argument.	Identify features of organizational structure using supports with a given mentor text of low complexity.	Choose an appropriate organizational structure from a list of possibilities with a given mentor text of low complexity.	Use an organizational structure to group related ideas that support the argument.
<b>6.W.3.1.a.3</b>	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.	Identify the topic or text in an argument, using support.	Identify relevant evidence to support claims.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.



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<b>6.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.	Identify purpose and audience of an argument. Supports including visuals are used.	Establish style and tone appropriate to purpose and audience for an argument.	Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.
<b>6.W.3.1.a.5</b>	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.	Using supports (word bank), select transition words that are appropriate for use in a given text of low complexity.	Demonstrate use of sequential transition vocabulary (next, then, afterward, etc.).	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.
<b>6.W.3.1.a.6</b>	Provide a concluding statement or paragraph that follows from the argument presented.	Identify a writer's concluding statement when given support.	Provide a concluding statement for the argument.	Provide a concluding paragraph or statement that restates and supports the argument.
<b>6.W.3.1.a.7</b>	Write arguments in a variety of forms.	When given examples of argument and support, identify different forms of argumentative writing.	Identify appropriate forms of written arguments. Student may prewrite some elements on an argumentative topic but does not write a complete composition.	Write arguments in a variety of forms.
<b>6-8.LH.5.1.a.1</b>	Write arguments focused on discipline- specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline- specific content.
<b>6-8.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>6.W.3.2.a.1</b>	Introduce a topic in an informative composition.	Using supports, identify a topic in a given mentor text of low complexity.	Identify a topic in a given mentor text of low to moderate complexity.	Introduce a topic in an informative composition.

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<b>6.W.3.2.a.2</b>	Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.	Using supports, recognize information relevant to a topic.	Select relevant information that organizes a composition from a given group of ideas or concepts.	Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.
<b>6.W.3.2.a.3</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.	Choose facts, details, and information from support that would develop a given topic.	Identify relevant facts, examples, and details that develop the topic of an informative composition.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.
<b>6.W.3.2.a.4</b>	Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.	Use transition words when given options from which to choose and support.	Use transition words in an informative composition.	Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.
<b>6.W.3.2.a.5</b>	Establish and maintain a style appropriate to purpose and audience in an informative composition.	Identify purpose and audience given support.	Choose instances of style and tone appropriate to purpose and audience.	Establish and maintain a style appropriate to purpose and audience in an informative composition.
<b>6.W.3.2.a.6</b>	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.	Given support, identify the language and content-specific vocabulary appropriate to a given informative topic.	Use language and content-specific vocabulary in an informative composition.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.
<b>6.W.3.2.a.7</b>	Include text features and multimedia when useful to aid comprehension in an informative composition.	Identify text features that aid in comprehension of a given text of low complexity.	Identify multimedia sources that aid in comprehension of a given text of low complexity.	Include text features and multimedia when useful to aid comprehension in an informative composition.
<b>6.W.3.2.a.8</b>	Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.	Identify a writer's concluding statement when given support.	Provide a concluding statement for the topic in an informative composition.	Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.

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<b>6.W.3.2.a.9</b>	Write informative compositions on a variety of topics.	When given support, identify different forms of informative writing.	Write an appropriate form of informative writing given a topic.	Write informative compositions on a variety of topics.
<b>6-8.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
<b>6-8.LST.5.2.a</b>	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given support, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>6.W.3.3.a.1</b>	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.	Using support, identify an element of exposition such as setting, situation, characters, etc. in a given mentor text of low complexity.	Using support, identify multiple elements of exposition such as setting, situation, characters, etc. in a given mentor text of low complexity.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.
<b>6.W.3.3.a.2</b>	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.	Develop an event sequence using support.	Develop an event sequence that connects ideas and/or events.	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.
<b>6.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.	From a set of supports, identify the events, experiences, or characters in narrative compositions.	Develop events, experiences, or characters in narrative compositions.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.
<b>6.W.3.3.a.4</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey	Choose pictures that represent an experience or event from narrative compositions.	Describe experiences and events in narrative compositions.	Use precise words and phrases, relevant descriptive details, and sensory language to convey

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	experiences and events in a narrative composition.			experiences and events in a narrative composition.
<b>6.W.3.3.a.5</b>	Provide an ending that follows from the narrated experiences or events in a narrative composition.	Identify the conclusion of a narrative composition when given support.	Provide an ending in a narrative composition.	Provide an ending that follows from the narrated experiences or events in a narrative composition.
<b>6.W.3.3.a.6</b>	Write narrative compositions in a variety of forms.	When given support, identify different forms of narrative writing.	Identify appropriate forms of written narratives. Student may prewrite some elements on a topic but does not produce a complete composition.	Write narrative compositions on a variety of topics.
<b>6.W.6.1a.a.1</b>	Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.	Using supports, identify basic pronoun use within a given text of low complexity.	Using support (word bank) categorize pronouns based upon type (subject, object, possessive, etc.).	Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.
<b>6.W.6.1a.a.2</b>	Recognize and correct vague pronouns.	Identify pronouns from a given mentor text.	Recognize vague pronouns.	Recognize and correct vague pronouns.
<b>6.W.6.1e.a.1</b>	Write simple, compound, complex, and compound-complex sentences.	Match simple and compound sentences to visual cues or with support.	Use correct simple and compound sentences.	Write simple, compound, complex, and compound-complex sentences.
<b>6.W.6.1e.a.2</b>	Recognize sentence fragments and run-ons.	With support, recognize complete sentences from a group of sentences written both correctly and incorrectly.	Identify sentence fragments and run-ons.	Recognize sentence fragments and run-ons.
<b>6.W.6.2b.a.1</b>	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.	Identify a sentence that uses commas correctly in a series from a group of sentences of low complexity with support.	Identify a sentence that uses commas correctly to set off nonrestrictive elements from a group of sentences of low to moderate complexity.	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.
<b>6.W.6.2b.a.2</b>	Use semicolons to connect main clauses and colons to introduce a list or quotation.	Identify instances where a semicolon is used correctly with support.	Identify instances where semicolons and colons are used correctly.	Use semicolons to connect main clauses and colons to introduce a list or quotation.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Speaking and Listening</b>				
<b>6.SL.3.1.a.1</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	Recall information presented in media with supports.	Describe information presented in diverse media and formats.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).
<b>6.SL.3.1.a.2</b>	Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.	Recall information gained via media with supports.	Describe information gained via media and formats and its connection to a topic, text, or issue under study.	Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
<b>6.SL.3.2.a.1</b>	Summarize the points a speaker makes.	Recall a point the speaker makes with supports.	Describe the points a speaker makes.	Summarize the points a speaker makes.
<b>6.SL.3.2.a.2</b>	Distinguish claims or arguments that are supported by evidence from those that are not.	Identify claims or arguments with supports.	Determine if the claims or arguments are supported by evidence.	Distinguish claims or arguments that are supported by evidence from those that are not.
<b>6.SL.3.2.a.3</b>	Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.	With supports, identify claims presented orally or in writing.	Determine if claims presented orally or in writing are supported by reasons and evidence.	Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.

**I AM Performance Level Descriptors (PLDs)  
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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>7.RL.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	With supports, identify a detail or an example in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a moderate-complexity text when explaining what the text says explicitly.
<b>7.RL.2.1.a.2</b>	Refer to details and examples in a text when making inferences.	With supports, identify a detail or an example in a low-complexity text when making inferences.	Refer to details and examples in a low-complexity text when making inferences.	Refer to details and examples in a low- to moderate-complexity text when making inferences.
<b>7.RL.2.2.a.1</b>	Analyze the development of the theme or central idea over the course of the text.	With supports, identify a detail developing a stated central idea in a low-complexity literature text.	Identify a detail developing a stated central idea in a low-complexity literature text.	Determine how a detail develops a stated central idea or theme in a low- to moderate-complexity, literature text.
<b>7.RL.2.2.a.2</b>	Provide a detailed summary of a text.	With supports, identify a summary statement from a low-complexity text.	Recognize a detailed summary of a low-complexity text.	Provide a detailed summary of a low- to moderate-complexity text.
<b>7.RL.2.3.a.1</b>	Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).	With supports, identify an element of a work of literature (e.g., setting, characters, or plot) in a low-complexity text.	Identify how particular elements of a work of literature interact (e.g., setting, characters or plot) in a low-complexity text.	Determine how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot) in a low-complexity text.
<b>7.RN.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	With supports, identify a detail or an example in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low-complexity text when describing what the text says explicitly.	Refer to details and examples in a low- to moderate-complexity text when explaining what the text says explicitly.
<b>7.RN.2.1.a.2</b>	Refer to details and examples in a text when making inferences.	With supports, identify a detail or an example in a low-complexity text when making inferences.	Refer to details and examples in a low-complexity text when making inferences.	Refer to details and examples in a low- to moderate-complexity text when making inferences.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6-8.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in low-complexity texts.	Identify specific textual evidence to categorize for understanding primary and secondary sources in low-complexity texts.	Cite specific textual evidence to support analysis of primary and secondary sources in low- to moderate-complexity text.
<b>6-8.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
<b>7.RN.2.2.a.1</b>	Analyze the development of two or more central ideas over the course of the text.	With supports, identify a detail developing a stated central idea in a low-complexity, nonfiction text.	Identify a detail developing a stated central idea in a low-complexity, nonfiction text.	Determine how two or more details develop stated central ideas in a low- to moderate-complexity, nonfiction text.
<b>7.RN.2.2.a.2</b>	Provide a detailed, objective summary of a text.	With supports, identify an objective summary statement of a low-complexity text.	Recognize a detailed objective summary of a low-complexity text.	Provide a detailed objective summary of a low- to moderate-complexity text.
<b>6-8.LH.2.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of a low-complexity text distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions of low- to moderate-complexity texts.
<b>6-8.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.
<b>7.RN.2.3.a.1</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	With supports, identify individuals, events, and ideas in a low-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Identify the interactions among individuals, events, and ideas in a low-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Determine the interactions among individuals, events, and ideas in a low- to moderate-complexity text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>7.RV.2.1.a.1</b>	Use context to determine or clarify the meaning of words and phrases.	With supports, use explicit context to determine or clarify the meaning of words in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases of a low- to moderate-complexity text.
<b>7.RV.2.2.a.1</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	With supports, match the relationship between two different words (e.g., synonym/antonym, analogy) in a low-complexity text.	Identify the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words in a low-complexity text.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words in a low- to moderate-complexity text.
<b>7.RV.2.3.a.1</b>	Distinguish among the connotations of words with similar denotations.	With supports, identify the connotations of words with similar denotations in a low-complexity text.	Identify the connotations of words with similar denotations in a low-complexity text.	Distinguish among the connotations of words with similar denotations in low- to moderate-complexity text.
<b>7.RV.2.4.a.1</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).	With supports, identify common, approaching grade level Greek or Latin affixes and roots as clues to the meaning of words in low-complexity texts.	Identify common, approaching-grade-level Greek or Latin affixes and roots as clues to the meaning of words in low-complexity texts.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a low- to moderate-complexity text.
<b>7.RV.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	With supports, match the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity texts.	Identify the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low- to moderate-complexity text.
<b>7.RV.3.1.a.2</b>	Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.	With support, identify rhymes or repetitions of sounds of the poem, story, or play in low-complexity text.	Identify the use of rhymes or repetitions of sounds that affect the tone of the poem, story, or play in a low-complexity text.	Determine how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play in a low- to moderate-complexity text.
<b>7.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.	With supports, match the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low- to moderate-complexity text.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>7.RV.3.2.a.2</b>	Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	With support, identify figurative, connotative or technical terms in low-complexity text.	Identify the use of figurative, connotative or technical terms that affect the meaning or tone of low-complexity text.	Determine how the use of figurative, connotative or technical terms affect the meaning or tone of a low- to moderate-complexity text.
<b>6-8.LH.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies of a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low- to moderate-complexity text.
<b>6-8.LST.3.1.a</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	With supports, match the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	Identify the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
<b>7.RV.3.3.a.1</b>	Interpret figures of speech in context.	With supports, match figures of speech in context in low-complexity text.	Identify figures of speech in context in low-complexity text.	Interpret figures of speech in context in a low- to moderate-complexity text.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>7.ML.2.1.a.1</b>	Interpret the various ways in which events are presented.	Using supports, identify the ways that events are presented according to the medium.	Compare information presented among different mediums.	Interpret the various ways in which events are presented using multiple mediums.
<b>7.ML.2.1.a.2</b>	Interpret the various ways information is communicated by visual image-makers to influence the public.	Using supports, identify ways that information is communicated.	State how information is communicated by visual image-makers to influence the public.	Explain how visual image-makers use multiple mediums (soundtrack, pictures, videos, etc.) in an attempt to influence the public.
<b>7.ML.2.2.a.1</b>	Analyze the ways that the media uses words and images to attract the public's attention.	Using supports, identify the ways that the media uses images to attract the public's attention.	Identify the ways that the media uses words and images to attract the public's attention.	Explain how the media uses words and images to attract the public's attention.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>7.RL.3.1.a.1</b>	Examine how the structure of a work of literature adds to its meaning.	Identify a structural element (climax, conflict, etc.) in a text of low complexity with visual supports.	Identify how a structural element of literature adds meaning to a low- to moderate-complexity text.	Examine how the structure of a work of literature adds to its meaning within a moderately complex text.
<b>7.RL.3.2.a.1</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.	Recognize how an author uses point of view within a text of low complexity with visual supports.	Compare and contrast the points of view between the narrator and characters in a low- to moderate-complexity text.	Analyze how an author develops a point of view of a narrator or characters and be able to compare and/or contrast the points of view within a moderately complex text.
<b>7.RN.3.2.a.1</b>	Analyze the structure an author uses to organize a text.	Recognize text structures using visual supports in a text of low complexity.	Identify an author's choice of structure in a low- to moderate-complexity text.	Describe an author's choice of structure for a given moderately complex text and state the effect of that choice on the text.
<b>7.RN.3.2.a.2</b>	Analyze how the structure contributes to the whole and to the development of the ideas.	Using supports (outline, graphic organizer, etc.), locate aspects of structure in text of low complexity.	Identify how ideas are developed in a low- to moderate-complexity text.	Describe how the structure of low- to moderate-complexity text helps a reader understand the development of ideas.
<b>6-8.LH.3.2.a.1</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low to moderate complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>6-8.LST.3.2.a</b>	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Using supports, identify the structure of a low-complexity text.	Identify the structure and how major sections contribute to the whole in a low- to moderate-complexity text.	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>7.RN.3.3.a.1</b>	Determine an author's perspective or purpose in a text.	Identify an author's perspective or purpose in a text of low complexity.	Identify an author's perspective or purpose in a low- to moderate-complexity text.	Identify an author's perspective or purpose in a moderately complex text.
<b>6-8.LH.3.3.a.1</b>	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>6-8.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>7.RN.3.3.a.2</b>	Analyze how the author distinguishes his or her position from the positions of others.	Identify an author's position, using supports, with a text of low complexity.	Distinguish characteristics of an author's position from that of another perspective in a low- to moderate-complexity text.	Analyze how the author distinguishes his or her position from that of another's perspective in a text of moderate complexity.
<b>7.RN.4.1.a.1</b>	Trace the argument and specific claims in a text.	Identify the argument in a text, with supports, in a text of low complexity.	Identify the argument and identify specific claims supporting the argument in a low- to moderate-complexity text.	Trace the argument and identify the specific claims in a moderately complex text.
<b>7.RN.4.1.a.2</b>	Evaluate the claim or argument to determine if they are relevant and supported by evidence.	Using supports, identify the claim or argument in a text of low complexity.	Identify the claim or argument and supporting evidence in a low- to moderate-complexity text.	Explain how evidence supports a claim or argument within a moderately complex text.
<b>7.RN.4.1.a.3</b>	Distinguish claims or arguments that are supported by evidence from those that are not.	Using supports, identify the claim or argument in a text of low complexity.	Identify evidence that supports or does not support a claim or argument within a low-to-moderately complex text.	Categorize evidence as either supporting a claim or argument or not within a moderately complex text.
<b>6-8.LH.4.2.a.1</b>	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgments in a low- to moderate-complexity text.	Distinguish among fact, opinion, and reasoned judgment in a moderately complex text.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6-8.LST.4.2.a</b>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
<b>6-8.LH.4.1.a.1</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>6-8.LST.4.1.a</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>Writing</b>				
<b>7.W.3.1.a.1</b>	Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims in an argument.	Identify a writer's introductory claim using supports	Provide an introduction. Supports may be used.	Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims in an argument.
<b>7.W.3.1.a.2</b>	Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.	Identify an opposing claim to a writer's claim. Students rely on supports.	Introduce claim(s), acknowledge alternate or opposing claims in an argument.	Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.
<b>7.W.3.1.a.3</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.	Identify the topic or text in an argument, using support.	Identify relevant evidence to support claims.	Support claim(s) with relevant evidence from credible sources to demonstrate an understanding of the topic or text in an argument.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>7.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Identify a purpose and/or audience to use. Supports are used.	Establish style and tone appropriate to purpose and audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>7.W.3.1.a.5</b>	Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.	Select transition words when given options from which to choose and support.	Use transitions when arguing a claim.	Use effective transitions to clarify the relationships among claim(s), reasons, and evidence in an argument.
<b>7.W.3.1.a.6</b>	Provide a concluding statement or paragraph that follows from and supports the argument presented.	Identify a writer's concluding statement using supports	Provide a concluding statement for the argument.	Provide a concluding paragraph or statement that restates and supports the argument.
<b>7.W.3.1.a.7</b>	Write arguments in a variety of forms.	Using supports and examples, identify different forms of argumentative writing.	Identify appropriate forms of written arguments. Student may prewrite some elements on an argumentative topic but does not produce a complete composition.	Write arguments in a variety of forms.
<b>6-8.LH.5.1.a.1</b>	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content	Write arguments focused on discipline-specific content.
<b>6-8.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content	Write arguments focused on discipline-specific content.
<b>7.W.3.2.a.1</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g.,	Given visual clues, recognize information relevant to a given topic.	Introduce a topic and provide a preview of information that is to follow.	Introduce a topic clearly, previewing the ideas, concepts, and information that is to follow. Utilize strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g.,

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	headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension in informative compositions.			charts, tables), and multimedia when useful.
<b>7.W.3.2.a.2</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.	Choose facts, details, and information from options that would develop a given topic.	Identify relevant facts, examples, and details that develop the topic of an informative composition.	Develop the topic of an informative composition with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
<b>7.W.3.2.a.3</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative compositions.	Select transition words when given options from which to choose.	Use transitions in an informative composition.	Use appropriate transitions to clarify the relationships among ideas and concepts in informative compositions.
<b>7.W.3.2.a.4</b>	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.	Given visual prompts/support, identify the language and content-specific vocabulary appropriate to a given informative topic.	Use language and content-specific vocabulary in an informative composition.	Use language and content-specific vocabulary to clearly express ideas in an informative composition. Express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions
<b>7.W.3.2.a.5</b>	Establish and maintain a style appropriate to purpose and audience in informative compositions.	Identify purpose and/or audience using visuals for support in informative compositions.	Establish style appropriate to purpose and audience in informative compositions.	Establish and maintain a style appropriate to purpose and audience in informative compositions.
<b>7.W.3.2.a.6</b>	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.	Identify a writer's concluding statement in an informative composition when given supports.	Provide a concluding statement for the topic in an informative composition.	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>7.W.3.2.a.7</b>	Write informative compositions on a variety of topics.	When given supports, identify informative writing.	Write informative sentences on a variety of topics.	Write informative compositions on a variety of topics.
<b>6-8.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
<b>6-8.LST.5.2.a</b>	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given supports, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>7.W.3.3.a.1</b>	Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.	With supports, identify the narrator and/or characters in narrative compositions.	Provide the point of view of the narrator, and/or characters in narrative compositions.	Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.
<b>7.W.3.3.a.2</b>	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.	Develop an event sequence using pictures.	Develop an event sequence that connects ideas and/or events.	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.
<b>7.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.	With supports, identify the events, experiences, or characters in narrative compositions.	Provide events and characters in narrative compositions.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.
<b>7.W.3.3.a.4</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.	With support, choose representations from an experience or event from narrative compositions.	Describe experiences and events in narrative compositions.	Use precise words and phrases, details, and/or sensory language to convey experiences and events in narrative compositions.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>7.W.3.3.a.5</b>	Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.	Identify the conclusion of a narrative composition when given supports.	Provide an ending in a narrative composition.	Provide an ending that follows from the events in narrative compositions.
<b>7.W.3.3.a.6</b>	Write narrative compositions in a variety of forms.	When given supports, identify different forms of narrative writing.	Identify appropriate forms of written narratives. Student may prewrite some elements on a topic but does not produce a complete composition.	Write narrative compositions in a variety of forms.
<b>7.W.6.1b.a.1</b>	Recognize and correct problems with subject/verb agreement.	Select the correct visual or verbal prompt that matches the given subject/verb pattern.	Recognize problems with subject/verb agreement.	Recognize and correct problems with subject/verb agreement.
<b>7.W.6.1d.a.1</b>	Recognize and correct misplaced and dangling modifiers.	Using support, recognize a misplaced and dangling modifier.	Recognize misplaced and dangling modifiers.	Recognize and correct misplaced and dangling modifiers.
<b>7.W.6.1e.a.1</b>	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	Match simple and compound sentences when given support.	Use correct simple and compound sentences.	Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
<b>7.W.6.1e.a.2</b>	Recognize and correct sentence fragments and run-ons.	Recognize correctly written sentences, given supports.	Recognize sentence fragments and run-ons.	Recognize and correct sentence fragments and run-ons.
<b>7.W.6.1e.a.3</b>	Vary sentence patterns for meaning, reader interest, and style.	Identify different patterns of sentences that describe a visual prompt, using given supports.	Use a variety of sentence patterns in writing.	Vary sentence patterns for meaning, reader interest, and style.
<b>7.W.6.2b.a.1</b>	Use commas with subordinate clauses.	Identify that a sentence contains a subordinate clause, given supports.	Label sentences as having independent or dependent clauses.	Use commas with subordinate clauses.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Speaking and Listening</b>				
<b>7.SL.3.1.a.1</b>	Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.	Using supports, identify main ideas presented in diverse media and formats.	Using supports, identify main ideas and supporting details presented in diverse media and formats.	Interpret main ideas and supporting details presented in diverse media and formats for accuracy.
<b>7.SL.3.1.a.2</b>	Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.	Using supports, identify main ideas and supporting details presented in diverse media and formats.	Using supports, match main ideas with supporting details presented in diverse media and formats to clarify a topic, text, or issue.	Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text, or issue.
<b>7.SL.3.2.a.1</b>	Evaluate main ideas of a speaker for accuracy.	Using supports, identify main ideas of a speaker.	Identify main ideas of a speaker for accuracy.	Evaluate main ideas of a speaker for accuracy.
<b>7.SL.3.2.a.2</b>	Explain how main ideas and supporting details of a speaker clarify a topic, text or issue.	Using supports, identify main ideas, and supporting details of a speaker.	Match main ideas with supporting details of a speaker to clarify a topic, text, or issue.	Explain how main ideas and supporting details of a speaker clarify a topic, text, or issue.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>8.RL.2.1.a.1</b>	Cite textual evidence when explaining what a text says explicitly.	Identify details within a low-complexity text using supports.	Identify specific details within a low-complexity text.	Identify specific details within a low- to moderate-complexity text.
<b>8.RL.2.1.a.2</b>	Refer to details and examples in the text when making inferences.	Identify details that support stated inferences drawn from a low-complexity text using supports.	Identify specific details to support stated inferences drawn from a low-complexity text.	Identify specific details to support inferences drawn from a low- to moderate-complexity text.
<b>8.RL.2.1.a.3</b>	Determine which piece(s) of evidence most strongly support analysis of a work of literature.	Determine which piece(s) of evidence support analysis of a low-complexity text using supports.	Determine which piece(s) of evidence support analysis of a low-complexity text.	Determine which piece(s) of evidence most strongly support analysis of a low- to moderate-complexity text.
<b>8.RL.2.2.a.1</b>	Analyze the development of the theme or central idea over the course of the text, including its relationship to the characters, setting, and plot.	Utilizing supports, identify detail(s) developing a stated central idea in a low-complexity text, including its relationship to the characters, setting, and plot.	Identify detail(s) developing a stated central idea or theme in a low-complexity text, including its relationship to the characters, setting, and plot.	Determine how detail(s) develop a stated central idea or theme in a low- to moderate-complexity text, including its relationship to the characters, setting, and plot.
<b>8.RL.2.2.a.2</b>	Provide a detailed summary of a text.	Select a provided summary of a low-complexity text.	Provide a detailed summary of a low-complexity text utilizing a graphic organizer.	Provide a detailed summary of a low- to moderate-complexity text.
<b>8.RL.2.3.a.1</b>	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.	Using stated lines of dialogue or incidents in a low-complexity text, apply them to the action, characters, or decision.	Identify dialogue or incidents in a low-complexity text that propel the action, reveal aspects of a character, or provoke a decision.	Determine how dialogue or incidents in a low- to moderate-complexity text propel the action, reveal aspects of a character, or provoke a decision.
<b>8.RN.2.1.a.1</b>	Refer to details and examples in a text when explaining what the text says explicitly.	Identify details and examples within a low-complexity text using supports.	Identify specific details and examples within a low-complexity text.	Identify specific details and examples within a low- to moderate-complexity text.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>8.RN.2.1.a.2</b>	Refer to details and examples in a text when making inferences.	Utilizing supports, indicate details that support a stated inference drawn from a low-complexity text.	Identify specific details that support stated inferences drawn from a low-complexity text.	Identify specific details to support stated inferences drawn from a low- to moderate-complexity text.
<b>6-8.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in low-complexity texts.	Identify specific textual evidence to categorize for understanding primary and secondary sources in low-complexity texts.	Cite specific textual evidence to support analysis of primary and secondary sources in low- to moderate-complexity texts.
<b>6-8.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
<b>8.RN.2.2.a.1</b>	Analyze the development of the central ideas over the course of the text, including their relationship to supporting ideas.	Choose from provided detail(s) those that develop a stated central idea in a low-complexity text, including the relationship to supporting ideas using supports.	Identify detail(s) developing a stated central idea or theme in a low-complexity text, including their relationship to supporting ideas.	Explain how detail(s) develop a stated central idea or theme in a low- to moderate-complexity text, including their relationship to supporting ideas.
<b>8.RN.2.2.a.2</b>	Provide a detailed, objective summary of the text.	Select a provided objective summary of a low-complexity text.	Provide an objective summary of a low-complexity text utilizing a graphic organizer.	Provide a detailed, objective summary of a low- to moderate-complexity text.
<b>6-8.LH.2.2</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of a low-complexity text distinct from prior knowledge or opinions.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions of low- to moderate-complexity texts.
<b>6-8.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.

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<b>8.RN.2.3.a.1</b>	Analyze how a text makes connections and distinctions among individuals, events, and ideas.	Identify text connections and distinctions among individuals or events, and ideas in a low-complexity text by choosing from a list.	Identify text connections and distinctions among individuals or events, and ideas in a low-complexity text using supports.	Determine how a text makes connections and distinctions among individuals, events, and ideas in a low- to moderate-complexity text.
<b>8.RV.2.1.a.1</b>	Use context to determine or clarify the meaning of words and phrases.	Using stated context clues with supports to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low- to moderate-complexity text.
<b>8.RV.2.3.a.1</b>	Distinguish among the connotations of words with similar denotations.	Utilizing supports, identify the connotations of words with similar denotations.	Identify the connotations of words with similar denotations.	Distinguish among the connotations of words with similar denotations.
<b>8.RV.2.4.a.1</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Group words based on their provided common, grade-appropriate Greek or Latin affixes and roots with supports.	Identify common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>8.RV.3.1.a.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	Utilizing supports, identify the meaning of words or phrases as they are used in works of low-complexity literature.	Identify the meaning of words and phrases as they are used in works of low-complexity literature.	Determine the meaning of words and phrases as they are used in works of low- to moderate-complexity text, including figurative and connotative meanings.
<b>8.RV.3.1.a.2</b>	Analyze the impact of specific word choices on meaning and tone in literature, including analogies or allusions to other texts.	Identify the impact of specific word choices on stated meaning and stated tone in low-complexity literature with supports.	Identify the impact of specific word choices on meaning and tone in low-complexity literature, including analogies or allusions to other texts.	Determine the impact of specific word choices on meaning and tone in low- to moderate-complexity literature, including analogies or allusions to other texts.
<b>8.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Utilizing supports, identify the meaning of words and phrases as they are used in a nonfiction low-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Identify the meaning of words and phrases as they are used in a nonfiction low-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Determine the meaning of words and phrases as they are used in a nonfiction low- to moderate-complexity text, including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>8.RV.3.2.a.2</b>	Analyze the impact of specific word choices on meaning and tone in works of nonfiction, including analogies or allusions to other texts.	Identify the impact of specific word choices on stated meaning and stated tone in low-complexity nonfiction text with supports.	Identify the impact of specific word choices on meaning and tone in low-complexity nonfiction text, including analogies or allusions to other texts.	Determine the impact of specific word choices on meaning and tone in low- to moderate-complexity nonfiction text, including analogies or allusions to other texts.
<b>6-8.LH.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies of a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in low- to moderate-complexity text.
<b>6-8.LST.3.1.a</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	With supports, match the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Identify the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<b>8.RV.3.3.a.1</b>	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	Identify the type of figures of speech (e.g., allusions, verbal irony, puns) in context utilizing visual supports.	Determine figures of speech (e.g., allusions, verbal irony, puns) in context.	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>8.ML.2.1.a.1</b>	Identify persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media.	Match persuasive or propaganda techniques to explicit examples used in visual and verbal messages in low-complexity text and media.	Identify persuasive or propaganda techniques used in visual and verbal messages found in low-complexity text including electronic, print, and/or low-complexity mass media.	Identify persuasive and propaganda techniques used in visual and verbal messages found in low- to moderate-complexity text including electronic, print, and mass media.
<b>8.ML.2.1.a.2</b>	Analyze persuasive and propaganda techniques used in visual and verbal messages by	Match persuasive or propaganda techniques to explicit examples used in visual and verbal	Evaluate persuasive or propaganda techniques used in visual and verbal messages found	Evaluate persuasive and propaganda techniques used in visual and verbal messages found

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
	electronic, print, and mass media.	messages in low-complexity text and media.	in low-complexity text including electronic, print, and/or low-complexity mass media.	in low- to moderate-complexity text including electronic, print, and mass media.
<b>8.ML.2.2.a.1</b>	Interpret how people experience media messages differently, depending on point of view, culture, etc.	With supports, identify relationships between media messages and point of view, culture, etc.	Identify relationships between media messages and point of view, culture, etc.	Explain how people experience media messages differently, depending on point of view, culture, etc.
<b>8.ML.2.2.a.2</b>	Analyze how people experience media messages differently, depending on point of view, culture, etc.	With supports, identify relationships between media messages and point of view, culture, etc.	Identify relationships between media messages and point of view, culture, etc.	Analyze how people experience media messages differently, depending on point of view, culture, etc.
<b>8.RL.3.1.a.1</b>	Compare and contrast the structure of two or more related works of literature.	Using supports, identify similarities and differences in the structure of two or more related works of low-complexity literature text.	List similarities and/or differences in the structure of two or more related works of low-complexity literature text.	Compare and contrast the structure of two or more related works of low- to moderate-complexity literature text.
<b>8.RL.3.1.a.2</b>	Analyze and evaluate how the differing structure of each text contributes to its meaning and style.	Using supports, identify structural elements that contribute to meaning or style of low-complexity literature text.	Explain how the differing structure of a text contributes to its meaning or style in low-complexity literature text.	Explain how the differing structure of a text contributes to its meaning and style in moderate- to low-complexity literature text.
<b>8.RL.3.2.a.1</b>	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.	Given specific details and visual supports, match examples of heritage, traditions, attitudes, and beliefs to a particular point of view in a low-complexity text.	Identify examples of heritage, traditions, attitudes, and beliefs that support a particular point of view in a low- to moderate-complexity text.	Explain how a particular point of view or cultural experience in a work of world literature reflects heritage, traditions, attitudes, and beliefs in a low- to moderate-complexity text.
<b>8.RN.3.2.a.1</b>	Analyze in detail the structure of a specific paragraph in a text.	Using supports, identify structural elements of a specific paragraph in a low-complexity text.	Identify the structural elements of a specific paragraph in a low-complexity text.	Explain in detail the structure of a specific paragraph in a low- to moderate-complexity text.
<b>8.RN.3.2.a.2</b>	Analyze the role of particular sentences in developing and refining a key concept.	With supports, select the role of a particular sentence in a low-complexity text.	Select the role of a particular sentence of a text in developing a key concept in a low-complexity text.	Explain the role of particular sentences of a text in developing a key concept in a moderate- to low-complexity text.

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<b>6-8.LH.3.2.a.1</b>	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With visual supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>6-8.LST.3.2.a</b>	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Using visual supports, identify the topic and major sections of a low-complexity text.	Identify the topic and major sections of a low- to moderate-complexity text.	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<b>8.RN.3.3.a.1</b>	Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Given an author's purpose, use visual supports to identify supporting details in a low-complexity text.	Given an author's perspective or purpose, identify supporting details in a low-complexity text.	Determine an author's perspective or purpose in a text and identify where the author acknowledges and responds to conflicting evidence or viewpoints in a low- to moderate-complexity text.
<b>6-8.LH.3.3.a.1</b>	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>6-8.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<b>8.RN.4.1.a.1</b>	Evaluate the claim or argument to determine if it is supported by evidence.	With the use of visual supports, identify the details that support a claim in a low-complexity text.	Identify details to determine if the details supports the stated claim or argument in a low-complexity text.	Evaluate the stated claim or argument to determine if it is supported by evidence in a low- to moderate-complexity text.
<b>8.RN.4.1.a.2</b>	Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	With supports, identify the relevant evidence in a low-complexity text.	Identify the relevant and sufficient evidence in a low-complexity text.	Determine sound reasoning and identify relevant and sufficient evidence in a low- to moderate-complexity text.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6-8.LH.4.2.a.1</b>	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgments in a low- to moderate-complexity text.	Distinguish among fact, opinion, and reasoned judgement in a moderately complex text.
<b>6-8.LST.4.2.a</b>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
<b>6-8.LH.4.1.a.1</b>	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>6-8.LST.4.1.a</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>Writing</b>				
<b>8.W.3.1.a.1</b>	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Given supports, identify claim(s).	Introduce claim(s), recognize the claim(s) from alternate or opposing claims, and list/state the reasons and evidence.	Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.



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<b>8.W.3.1.a.2</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Given supports, identify supporting claim(s).	Support claim(s) with reasoning and/or sources demonstrating an understanding of the topic or text.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<b>8.W.3.1.a.3</b>	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Using supports, identify transitions.	Use transitions among claim(s), counterclaims, reasons, and/or evidence.	Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>8.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Using supports, choose the audience and/or purpose.	Establish a style and/or tone appropriate to purpose and/or audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>8.W.3.1.a.5</b>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Using supports, match the style and/or voice (e.g., pronouns and verb tense).	Demonstrate a style and voice in writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
<b>8.W.3.1.a.6</b>	Provide a concluding statement or section that follows from and supports the argument presented.	Using supports, choose the concluding statement.	Provide a concluding statement.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>8.W.3.1.a.7</b>	Write arguments in a variety of forms.	With the use of supports, identify an argument(s) in a variety of forms.	With support, write an argument(s) in a variety of forms.	Write arguments in a variety of forms.
<b>6-8.LH.5.1.a.1</b>	Write arguments focused on discipline- specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6-8.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>8.W.3.2.a.1</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	With support, identify the topic.	Introduce a topic, organize ideas, concepts, and information.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>8.W.3.2.a.2</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.	With support, identify supporting detail(s).	Develop the topic with definitions, concrete details, quotations, or other information and examples from various sources and texts.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
<b>8.W.3.2.a.3</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	With support, identify transition(s).	Use transition(s) among ideas and concepts.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>8.W.3.2.a.4</b>	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	With supports, match vocabulary.	Choose language and vocabulary that express ideas.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>8.W.3.2.a.5</b>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	With support, match the style and/or voice (e.g., pronouns and verb tense).	Demonstrate a style and voice in writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
<b>8.W.3.2.a.6</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	Using supports, recognize the audience.	Establish a style and tone appropriate to purpose and audience.	Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>8.W.3.2.a.7</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	With support, choose the concluding statement.	Provide a concluding statement.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>8.W.3.2.a.8</b>	Write informative compositions in a variety of forms.	With support, identify different types of informative writing.	Write informative compositions.	Write informative compositions in a variety of forms.
<b>6-8.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
<b>6-8.LST.5.2.a</b>	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given supports, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>8.W.3.3.a.1</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	With support, engage the reader.	Engage and orient the reader by introducing a narrator and/or characters.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

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<b>8.W.3.3.a.2</b>	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.	With support, sequence events.	Using a graphic organizer, organize an event sequence (e.g., conflict, climax, resolution).	Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.
<b>8.W.3.3.a.3</b>	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	With supports, identify experiences, events, and/or characters.	Develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
<b>8.W.3.3.a.4</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	With supports, identify the action, experience, and/or event.	Use words, phrases, details, and/or sensory language to capture the action and convey experiences and events.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
<b>8.W.3.3.a.5</b>	Provide an ending that follows from and reflects on the narrated experiences or events.	With supports, identify the ending in narrative writing.	Provide an ending on the narrative.	Provide an ending that follows from and reflects on the narrated experiences or events.
<b>8.W.3.3.a.6</b>	Write narrative compositions in a variety of forms.	With supports, identify different types of narrative writing.	Write narrative compositions.	Write narrative compositions in a variety of forms.
<b>8.W.6.1b.a.1</b>	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	With supports, identify verbals (gerunds, participles, infinitives).	Identify verbals (gerunds, participles, infinitives) in sentences.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
<b>8.W.6.1b.a.2</b>	Use active and passive verbs in writing.	With supports, identify a correct verb for a sentence.	Identify active and passive verbs in writing.	Use active and passive verbs in writing.

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<b>8.W.6.1b.a.3</b>	Recognize and correct inappropriate shifts in verb voice.	With supports, recognize inappropriate shifts in verb voice.	Recognize inappropriate shifts in verb voice.	Recognize and correct inappropriate shifts in verb voice.
<b>8.W.6.2b.a.1</b>	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	With supports, recognize punctuation to indicate a pause or break.	Recognize punctuation to indicate a pause or break.	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
<b>Speaking and Listening</b>				
<b>8.SL.3.1.a.1</b>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	Students will match purpose with explicit examples presented in diverse media.	When given information presented in diverse media, identify the purpose.	Explain the purpose of information presented in diverse media.
<b>8.SL.3.1.a.2</b>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	With visual supports, match explicit motives to information presented in low-complexity diverse media and formats.	Identify the motives behind information presented in low-complexity diverse media and formats.	Identify the motives behind information presented in diverse low- to moderate-complexity media and formats (e.g., visually, personal communication, periodicals, social media).
<b>8.SL.3.1.a.3</b>	Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	With visual supports, identify the purpose behind information presented in low-complexity diverse media and format for persuasive reasons.	When given a stated purpose, identify the motive presented in low-complexity diverse media and format for persuasive reasons.	Explain the motives and purpose behind information presented in low- to moderate-complexity diverse media and format for persuasive reasons.
<b>8.SL.3.2.a.1</b>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	With visual supports, identify reasoning in a provided argument.	Identify relevant reasoning in a provided argument.	Differentiate between relevant and irrelevant evidence to determine sufficient evidence for a provided argument.
<b>8.SL.3.2.a.2</b>	Identify when irrelevant evidence is introduced within an argument.	With visual support, match explicitly stated evidence to a stated argument to determine relevance.	Classify evidence to determine relevance toward a provided argument.	Differentiate between relevant and irrelevant evidence within an argument.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>9-10.RL.2.1.a.1</b>	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	Using supports, identify evidence to support what a low-complexity text says explicitly.	Identify textual evidence to support what a low-complexity text says explicitly.	Identify strong and thorough textual evidence to support analysis of what a low- to moderate-complexity text says explicitly.
<b>9-10.RL.2.1.a.2</b>	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	Using supports, recall evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify textual evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify strong and thorough textual evidence to support analysis of inferences and interpretations drawn from a low- to moderate-complexity text.
<b>9-10.RL.2.2.a.1</b>	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	Using supports, choose the theme or central ideas over the course of a work of a low-complexity piece of literature.	State two or more themes or central ideas over the course of a work of a low-complexity piece of literature.	Describe in detail the development of two or more themes or central ideas over the course of allow- to moderate-complexity piece of literature, including how they emerge and are shaped and refined by specific details.
<b>9-10.RL.2.2.a.2</b>	Analyze how themes and central ideas emerge and are shaped and refined by specific details.	Using supports, choose the detail that shapes or refines the stated theme and/or central idea of a low-complexity text.	Identify details that shape or refine the stated theme and/or central idea of a low-complexity text.	Describe how themes and central ideas emerge in a low- to moderate-complexity text and are shaped and refined by specific details.
<b>9-10.RL.2.3.a.1</b>	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.	Using supports, identify a dynamic character(s) in a low-complexity text.	Describe a dynamic character(s) (e.g., those with multiple or conflicting motivations) in a low-complexity text.	Describe how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a low- to moderate-complexity text and interact with other characters.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>9-10.RL.2.3.a.2</b>	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.	Using supports, identify dynamic characters involved in the plot of a low-complexity text.	Identify dynamic characters involved in the plot of a low-complexity text.	Describe how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme in a low- to moderate-complexity text.
<b>9-10.RN.2.1.a.1</b>	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	Using supports, identify evidence to support what a low-complexity text says explicitly.	Identify textual evidence to support what a low-complexity text says explicitly.	Identify strong and thorough textual evidence to support analysis of what a low to moderate complexity text says explicitly.
<b>9-10.RN.2.1.a.2</b>	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	Using supports, recall evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify textual evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify strong and thorough textual evidence to support analysis of inferences and interpretations drawn from a low- to moderate-complexity text.
<b>9-10.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Using supports, identify a primary and/or secondary source.	Identify textual evidence to support analysis of primary and/or secondary low-complexity sources.	Identify specific textual evidence to support analysis of primary and secondary low- to moderate-complexity sources, attending to such features as the date and origin of the information.
<b>9-10.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Using supports, identify a science and/or technical text.	Identify textual evidence to support analysis of science and technical low-complexity texts.	Identify specific textual evidence to support analysis of science and technical moderate to low complexity texts, attending to the precise details of explanations or descriptions.
<b>9-10.RN.2.2.a.1</b>	Analyze in detail the development of two or more central ideas over the course of a text.	Using supports, choose the central idea(s) over the course of a low-complexity text.	State two or more central ideas over the course of a low-complexity text.	Describe in detail the development of two or more central ideas over the course of a low- to moderate-complexity text.

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<b>9-10.RN.2.2.a.2</b>	Analyze how central ideas interact and build on one another to provide a complex analysis.	With support, identify central ideas.	State how central ideas interact and build on one another.	Describe how central ideas interact and build on one another.
<b>9-10.LH.2.2.a.1</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	With support, identify key events.	Provide a summary, including the central ideas or information and/or key events or ideas, of a low-complexity primary or secondary source.	Provide an accurate summary, including the central ideas or information and key events or ideas, of a low- to moderate-complexity text primary or secondary source.
<b>9-10.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.	With supports, identify a summary of the low-complexity text.	Provide a summary, including the central ideas or conclusions and/or supporting explanation, of a low-complexity text.	Provide an accurate summary, including the central ideas or conclusions and supporting explanation, of a low- to moderate-complexity text.
<b>9-10.RN.2.3.a.1</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.	Using supports, identify a series of ideas or events.	Describe how the author unfolds a series of ideas or events and/or how they are introduced and developed.	Describe how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.
<b>9-10.RN.2.3.a.2</b>	Analyze connections that are drawn between a series of ideas or events.	Using supports, order a series of events.	Describe connections that are drawn between a series of ideas or events with supports.	Describe connections that are drawn between a series of ideas or events.
<b>9-10.RV.2.1.a.1</b>	Use context to determine or clarify the meaning of words and phrases.	Using stated context clues with supports to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low- to moderate-complexity text.
<b>9-10.RV.2.3.a.1</b>	Identify words with similar denotations.	Using supports, identify the denotation of a word.	Using supports, identify words with similar denotations.	Identify words with similar denotations.



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<b>9-10.RV.2.3.a.2</b>	Analyze nuances in the meaning of words with similar denotations.	Using supports, identify differences in the meaning of words with similar denotations.	Identify differences in the meaning of words with similar denotations.	Describe nuances in the meaning of words with similar denotations.
<b>9-10.RV.2.4.a.1</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Using supports, identify pattern or word changes that indicate different meanings or parts of speech.	Identify patterns of word changes that indicate different meanings or parts of speech.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<b>9-10.RV.3.1.a.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	Using supports, identify the meaning of words and/or phrases as they are used in works of low-complexity literature.	State the meaning of words and/or phrases as they are used in works of low-complexity literature.	Describe the meaning of words and phrases as they are used in works of low- to moderate-complexity literature, including figurative and connotative meanings.
<b>9-10.RV.3.1.a.2</b>	Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.	Using supports, identify the impact of word choices on meaning and/or tone in a low-complexity literary text.	State the impact of word choices on meaning and/or tone in a low-complexity literary text.	Describe the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a low- to moderate-complexity literary text.
<b>9-10.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	Using supports, identify the meaning of word(s) and/or phrase(s) as they are used in a low-complexity nonfiction text.	State the meaning of words and/or phrases as they are used in a low-complexity nonfiction text.	Determine the meaning of words and phrases as they are used in a low- to moderate-complexity nonfiction text, including figurative, connotative, and technical meanings.
<b>9-10.RV.3.2.a.2</b>	Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.	Using supports, recognize the effectiveness of word choices on stated meaning and/or stated tone in a low-complexity nonfiction text.	State the effectiveness of word choices on meaning and/or tone in a low-complexity nonfiction text.	Explain the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a low- to moderate-complexity nonfiction text.

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<b>9-10.LH.3.1.a.1</b>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Using supports, identify the meaning of words and/or phrases as they are used in a low-complexity text, including vocabulary describing political, social, or economic aspects of history/social studies.	State the meaning of words and/or phrases as they are used in a low-complexity text, including vocabulary describing political, social, or economic aspects of history/social studies.	Determine the meaning of words and phrases as they are used in a low- to moderate-complexity text, including vocabulary describing political, social, or economic aspects of history/social studies.
<b>9-10.LST.3.1.a</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	Using supports, identify the meaning of symbols, key terms, and/or other domain-specific words/phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low-complexity texts and topics.	State the meaning of symbols, key terms, and/or other domain-specific words/phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low-complexity texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low- to moderate-complexity texts and topics.
<b>9-10.RV.3.3.a.1</b>	Interpret figures of speech (e.g., euphemism, oxymoron) in context.	Using supports, identify figures of speech in context.	Identify figures of speech (e.g., euphemism, oxymoron) in context.	Explain figures of speech (e.g., euphemism, oxymoron) in context.
<b>9-10.RV.3.3.a.2</b>	Analyze the role of figures of speech in the text.	Using supports, identify a simple figure of speech in a low-complexity text.	State the role of figures of speech in a low-complexity text.	Describe the role of figures of speech in a low- to moderate-complexity text.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>9-10.ML.2.1.a.1</b>	Analyze how media include or exclude information from visual messages to achieve a desired result.	Given an explicit visual message, choose the details that support the desired message.	Indicate from provided information the supports for the media's desired result in visual messages utilizing graphic organizers.	Describe how media include or exclude information from visual messages to achieve a desired result.
<b>9-10.ML.2.1.a.2</b>	Analyze how media include or exclude information from verbal	Given an explicit verbal message, choose the details that support	Indicate from provided information the supports for the	Describe how media include or exclude information from verbal

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	messages to achieve a desired result.	the desired message with visual supports.	media's desired result in verbal messages utilizing graphic organizers.	messages to achieve a desired result.
<b>9-10.ML.2.2.a.1</b>	Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	Identify changes in the media over time using a provided visual timeline of how the media has changed.	Explain why the media has changed over time using a provided timeline that shows how it has changed.	Explain the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
<b>9-10.ML.2.2.a.2</b>	Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	Utilize a visual timeline to indicate how the media has changed over time.	Explain how people's opinions have changed over time due to the media changing over time.	Explain the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
<b>9-10.RL.3.1.a.1</b>	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Using supports, identify how the author's choice for structure creates effects such as mystery, tension, or surprise in a low-complexity text.	List the author's structural choices within a low-complexity work of literature that create effects such as mystery, tension, or surprise.	Examine how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise in low- to moderate-complexity text.
<b>9-10.RL.3.2.a.1</b>	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	Using supports, state how the author creates suspense or humor through point of view in a low-complexity text.	State how the author creates suspense or humor through point of view in a low-complexity text.	Describe how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) in low- to moderate-complexity text.

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<b>9-10.RN.3.2.a.1</b>	Analyze in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Using supports, identify elements of structures that support the author's idea in a low-complexity text.	State how the differing structures of a text contribute to refining the author's ideas in low-complexity text.	Describe in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text in low- to moderate-complexity text.
<b>9-10.RN.3.2.a.2</b>	Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Using supports, identify elements of structures that support the author's claims in a low-complexity text.	State how the differing structures of a text contribute to refining the author's claims in low-complexity text.	Describe in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text in low- to moderate-complexity text.
<b>9-10.LH.3.2.a.1</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	With supports, identify key points in low-complexity text.	Identify key points used to advance an explanation within the text structure of low-complexity text.	Explain how a text uses structure to emphasize key points or advance an explanation or analysis in low- to moderate-complexity text.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>9-10.LST.3.2.a</b>	Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	Using supports, identify the structure of a low-complexity text.	Describe the structure of the relationships among concepts in a low-complexity text.	Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy) in low- to moderate-complexity text.
<b>9-10.RN.3.3.a.1</b>	Determine an author's perspective or purpose in a text.	Using supports, identify an author's perspective or purpose in a low-complexity text.	Determine an author's perspective or purpose in a low-complexity text.	Determine an author's perspective or purpose in a low- to moderate-complexity text.
<b>9-10.RN.3.3.a.2</b>	Analyze how an author uses rhetoric to advance that perspective or purpose.	Using supports, identify rhetoric.	Using support, explain how an author uses rhetoric to advance that perspective or purpose.	Explain how an author uses rhetoric to advance that perspective or purpose.
<b>9-10.LH.3.3.a.1</b>	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Using supports, identify the author's perspective.	Using supports, compare the perspectives of two or more authors for how they treat the same or similar topics.	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>9-10.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Using supports, identify the author's purpose in a low-complexity text.	When given explicit text, state the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a low-complexity text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a low- to moderate-complexity text, defining the question the author seeks to address.
<b>9-10.RN.4.1.a.1</b>	Delineate and evaluate the argument and specific claims in a text.	Using supports, identify the argument and/or claims in a low-complexity text.	Explain the argument and/or specific claims in a low-complexity text.	Delineate and evaluate the argument and specific claims in a low- to moderate-complexity text.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>9-10.RN.4.1.a.2</b>	Assess whether the reasoning is valid and the evidence is relevant and sufficient.	Using supports, identify evidence that is relevant in low-complexity text.	Using supports, describe whether the evidence is relevant in low-complexity text.	Describe whether the reasoning is valid and the evidence is relevant and sufficient in low- to moderate-complexity text.
<b>9-10.RN.4.1.a.3</b>	Identify false statements and fallacious reasoning.	Using supports, identify false statements in low-complexity text.	Identify false statements in low-complexity text.	Identify false statements and fallacious reasoning in low- to moderate-complexity text.
<b>9-10.LH.4.2.a.1</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Using supports, identify the author's claim.	State the evidence in a low-complexity text to support the author's claims.	Examine the extent to which the reasoning and evidence in a low- to moderate-complexity text support the author's claims.
<b>9-10.LST.4.2.a</b>	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	Using supports, identify the author's claim or recommendation for solving a scientific or technical problem in a low-complexity text.	State the evidence in a low-complexity text to support the author's claim or a recommendation for solving a scientific or technical problem.	Examine the extent to which the reasoning and evidence in a low- to moderate-complexity text support the author's claim or a recommendation for solving a scientific or technical problem.
<b>Writing</b>				
<b>9-10.W.3.1.a.1</b>	Introduce precise claims and distinguish them from counterclaims in argumentative writing.	With supports, identify claims in argumentative writing.	Distinguish between precise claims and counter claims in argumentative writing.	Demonstrate precise claims and distinguish them from counterclaims in argumentative writing.
<b>9-10.W.3.1.a.2</b>	Develop claims and counterclaims giving evidence for each, including strengths and limitations in argumentative writing.	With supports, identify claims in argumentative writing.	Support stated claims and stated counterclaims, giving evidence including strengths and/or limitations in argumentative writing.	Develop claims and counterclaims, giving evidence for each, including strengths and limitations in argumentative writing.
<b>9-10.W.3.1.a.3</b>	Use effective transitions to link the major sections of the text between claims and counterclaims.	With supports, identify transitions words used to link sentences within the text to distinguish between claim and counterclaim.	Use transitions words to link sentences within the text to distinguish between claim and counterclaim.	Use effective transitions to link the major sections of the text between claims and counterclaims.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>9-10.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	With supports, choose the style and/or tone for a given audience.	Given a specific purpose, create a style and/or tone appropriate to the purpose/audience.	Create and maintain a consistent style and tone appropriate to purpose and audience.
<b>9-10.W.3.1.a.5</b>	Provide a concluding statement or paragraph that follows from and supports the argument presented.	With supports, choose the concluding statement that supports the argument presented.	Develop a concluding statement.	Develop a concluding statement or paragraph that follows from and supports the argument presented.
<b>9-10.W.3.1.a.6</b>	Write arguments in a variety of formats.	With supports, identify an argument.	With support, write an argument.	Write arguments in a variety of formats.
<b>9-10.LH.5.1.a.1</b>	Write arguments focused on discipline-specific content.	With supports, identify an argument on discipline-specific content.	Identify an argument on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>9-10.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	With supports, identify an argument on discipline-specific content.	Identify an argument on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>9-10.W.3.2.a.1</b>	Introduce a topic in informative compositions.	Using supports, identify the topic of informative compositions.	With supports, introduce a topic in informative compositions.	Introduce a topic in informative compositions.
<b>9-10.W.3.2.a.2</b>	Organize complex ideas, concepts and information to make important connections and distinctions in informative compositions (e.g., including formatting, graphics, and multimedia to aid comprehension in informative compositions).	With supports, organize simple ideas and information to make connections and distinctions in informative compositions.	With supports, organize complex ideas and information to make connections and distinctions in informative compositions.	Organize complex ideas, concepts and information to make important connections and distinctions in informative compositions.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>9-10.W.3.2.a.3</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.	With supports, identify facts, definitions, details, and/or quotations that are relevant to a stated topic.	With supports, develop the topic with facts, definitions, details, quotations, and/or other information in informative compositions.	Develop the topic with relevant facts, definitions, concrete details, quotations and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.
<b>9-10.W.3.2.a.4</b>	Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.	Identify transition words used to link sentences within the text to distinguish among simple ideas and concepts.	Use transitions words to link sentences within the text to distinguish between complex ideas and concepts in informative compositions.	Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.
<b>9-10.W.3.2.a.5</b>	Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.	With visual supports, choose language appropriate to the purpose of informative compositions.	Choose language appropriate to the purpose of informative compositions.	Choose language and vocabulary to establish complexity of the topic, identifying wordiness and redundancy in informative compositions.
<b>9-10.W.3.2.a.6</b>	Maintain a consistent style appropriate to the purpose and audience in informative compositions.	Choose the audience and/or purpose for an explicit example of tone and style using visual supports.	Demonstrate a style and voice appropriate to the purpose and audience in informative compositions.	Develop a consistent style appropriate to the purpose and audience in informative compositions.
<b>9-10.W.3.2.a.7</b>	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.	With supports, choose the concluding statement that supports the information or explanation presented in informative compositions.	With support, develop a concluding statement that supports the information or explanation presented in informative compositions.	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.
<b>9-10.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	With visual supports, identify informative details supporting a variety of topics.	With supports, write informative compositions on a variety of topics.	Write informative compositions on a variety of topics.



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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>9-10.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	With supports, identify details that support informational texts, including facts from historical events.	Construct informational texts with supports, including explanations of historical events.	Write informative texts, including explanations of historical events.
<b>9-10.LST.5.2.a</b>	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	With supports, develop procedures in a chronological order.	With support, write informative texts that include procedures or technical processes.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>9-10.W.3.3.a.1</b>	Engage and orient the reader by setting out a problem, situation or observation in narrative compositions.	With visual supports, identify the hook used in a narrative composition.	With supports, develop a hook to engage the reader.	Develop a hook by setting out a problem, situation, or observation in narrative compositions.
<b>9-10.W.3.3.a.2</b>	Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.	With supports, identify a point of view in narrative compositions	Demonstrate a point of view in narrative compositions.	Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.
<b>9-10.W.3.3.a.3</b>	Create a smooth progression of experiences or events in narrative compositions.	With supports, sequence events in narrative compositions.	Sequence events in a narrative composition.	Create a smooth progression of experiences or events in narrative compositions.
<b>9-10.W.3.3.a.4</b>	Use narrative techniques to develop experiences, events and/or characters in narrative compositions.	With supports, identify experiences, events, and/or characters in narrative compositions.	Identify experiences, events, and/or characters in narrative compositions.	Use narrative techniques to develop experiences, events and/or characters in narrative compositions.
<b>9-10.W.3.3.a.5</b>	Sequence events so they build on one another to create a coherent whole in narrative compositions.	With supports, sequence simple events in narrative compositions.	With supports, organize an event sequence in narrative compositions.	Sequence events so they build on one another to create a coherent whole in narrative compositions.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>9-10.W.3.3.a.6</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters in narrative compositions.	With supports, choose words and details to convey and create a vivid picture.	Use words and phrases to convey vivid pictures in narrative compositions.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters in narrative compositions.
<b>9-10.W.3.3.a.7</b>	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	With supports, identify an ending to a narrative composition.	With supports, construct an ending to a narrative composition.	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>9-10.W.3.3.a.8</b>	Write narrative compositions in a variety of forms.	With supports, identify narrative compositions.	With supports, construct narrative compositions.	Write narrative compositions in a variety of forms.
<b>9-10.W.6.1b.a.1</b>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	With supports, identify a correct verb for a sentence.	Identify correct verbs in the indicative, imperative, interrogative, conditional, and/or subjunctive mood.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
<b>9-10.W.6.1e.a.1</b>	Identify and use parallelism in writing to present items in a series.	With supports, identify parallelism in items in a series.	Identify parallelism in items in a series.	Identify and use parallelism in writing to present items in a series.
<b>9-10.W.6.2.a.1</b>	Effectively use the conventions of standard English (capitalization, punctuation, and spelling).	With supports, identify conventions of standard English (capitalization and punctuation).	Use conventions of standard English (capitalization and punctuation).	Effectively use the conventions of standard English (capitalization, punctuation, and spelling).
<b>9-10.W.6.2b.a.1</b>	Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	With supports, identify a semicolon connecting closely related independent clauses in a sentence	Use a semicolon to link closely related independent clauses.	Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

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Grade 10 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>Speaking and Listening</b>				
<b>9-10.SL.3.1.a.1</b>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	Using supports, choose the credible source.	Describe credibility of sources and/or accuracy of information presented in social media regarding a given low-complexity topic or text.	Examine credibility of sources and accuracy of information presented in social media regarding a given low- to moderate-complexity topic or text.
<b>9-10.SL.3.2.a.1</b>	Determine the speaker's point of view or purpose in a text.	Using supports, identify the speaker's point of view or purpose in a low-complexity text.	Describe the speaker's point of view or purpose in a low-complexity text.	Examine the speaker's point of view or purpose in a low- to moderate-complexity text.
<b>9-10.SL.3.2.a.2</b>	Determine what arguments the speaker makes.	Using supports, identify an argument.	Describe the simple or clearly stated argument(s) the speaker makes.	Examine what arguments the speaker makes.
<b>9-10.SL.3.2.a.3</b>	Evaluate the evidence used to make the argument.	Using supports, identify evidence.	Describe the simple or clearly stated evidence used to make the argument.	Examine the evidence used to make the argument.
<b>9-10.SL.3.2.a.4</b>	Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.	Using supports, identify point of view.	Describe a speaker's point of view, reasoning, and/or use of evidence.	Examine a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebraic Thinking and Data Analysis</b>				
<b>MA.3.AT.1.a.1</b>	Use pictures and/or manipulatives to solve real-world addition and subtraction word problems with sums up to 100.	Uses pictures and/or manipulatives to solve real-world addition or subtraction word problems with sums up to 50.	Uses pictures and/or manipulatives to solve real-world addition or subtraction word problems with sums up to 100.	Uses pictures and/or manipulatives to solve real-world addition and subtraction word problems with sums up to 100.
<b>MA.3.AT.2.a.1</b>	Use pictures, manipulatives, and/or arrays to solve real world one step multiplication and division word problems within 100.	Uses pictures, manipulatives, or arrays to solve real-world one-step multiplication word problems within 50.	Uses pictures, manipulatives, and/or arrays to solve real-world one step multiplication word problems within 100.	Uses pictures, manipulatives, and/or arrays to solve real-world one-step multiplication and division word problems within 100.
<b>MA.3.AT.3.a.1</b>	Use pictures, manipulatives, and/or tables to solve real-world two-step addition and subtraction word problems up to 100.	Uses pictures, manipulatives, or tables to solve real-world two-step addition or subtraction word problems up to 50.	Uses pictures, manipulatives, and/or tables to solve real-world two-step addition or subtraction word problems up to 100.	Uses pictures, manipulatives, and/or tables to solve real-world two-step addition and subtraction word problems up to 100.
<b>MA.3.AT.4.a.1</b>	Create a model to represent a multiplication problem.	With guidance, identifies the represented multiplication problem when given a model.	With guidance, creates a model to represent a multiplication problem.	Creates a model to represent a multiplication problem.
<b>MA.3.AT.5.a.1</b>	Apply properties of operations as strategies to multiplication or division.	Demonstrates an awareness of properties of operations as strategies for multiplication.	Applies properties of operations as strategies for multiplication.	Applies properties of operations as strategies for multiplication or division.
<b>MA.3.AT.6.a.1</b>	Identify number patterns using multiplication within 100.	Identifies number patterns using multiplication facts of 1's, 2's, and 10's.	Identifies number patterns using multiplication facts of 1's, 2's, 5's, and 10's.	Identifies number patterns using multiplication within 100.
<b>MA.3.DA.1.a.1</b>	Organize given data into a graph.	Identifies correct data in a completed graph, with support	Organizes part of a completed graph with given visual supports	Organizes given data into a graph.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.3.DA.1.a.2</b>	Select the appropriate statement that describes the data representations based on a given bar graph or picture graph.	Identifies a bar graph vs. a picture graph.	Selects some but not all appropriate statements that describes the data representations based on a given bar or picture graph.	Selects the appropriate statement that describes the data representations based on a given bar graph or picture graph.
<b>MA.3.DA.2.a.1</b>	Organize measurement data into a line plot.	Identifies correct data in a completed line plot.	Organizes part of the given data into a partially completed line plot.	Organizes measurement data into a line plot.
<b>Computation</b>				
<b>MA.3.C.1.a.1</b>	Add and subtract whole numbers with sums up to 100.	Performs an addition problem with visual supports up to 100. Performs a subtraction problem with visual supports up to 100. The student may not be able to distinguish when to regroup to solve a math problem.	Performs a multi-digit addition and subtraction problem up to 100 without regrouping.	Performs addition and subtraction problems with and without regrouping to 100.
<b>MA.3.C.2.a.1</b>	Represent the concept of multiplication with manipulatives and arrays with numbers 1, 5, and 10.	Uses manipulatives to multiply the numbers 1, 5, and 10. Students will receive guidance to help them create an array for the numbers 1, 5, and 10.	Develops an array to multiply the numbers 1, 5, and 10.	Develops an array and uses manipulatives to multiply the numbers 1, 5, and 10.
<b>MA.3.C.3.a.1</b>	Represent division by sorting a set number of objects into a set number of groups. Up to 20 objects into up to 5 groups.	Sorts up to 20 objects into groups of up to 5 with assistance (e.g., teacher modeling).	When given a set of objects up to 20, sorts the objects into groups of up to 5 with guidance and support (e.g., "Here are 10 objects. Put them into 5 equal groups").	Correctly sorts up to 20 objects into a set number of groups of up to 5 (e.g., "Here are 15 objects. Put them into 3 equal groups").
<b>MA.3.C.4.a.1</b>	Use representations of division (by sorting a set number of objects into a set number of	Sorts up to 20 objects into groups of up to 5 and find how many objects are in 1 group with	When given a set of objects up to 20, sorts the objects into groups of up to 5 and student may be	Correctly sorts up to 20 objects into a set number of groups of up to 5 and finds out how many are in

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
	groups) to find how many are in one group. Up to 20 objects into up to 5 groups.	assistance (e.g., teacher modeling).	able to determine how many objects are in one group with guidance and support (e.g., "Here are 10 objects. Put them into 5 equal groups. How many objects are in one group?").	1 group (e.g., "Here are 15 objects. Put them into 3 equal groups. How many objects are in 1 group?").
<b>MA.3.C.5.a.1</b>	Apply strategies of multiplication, including zero property of multiplication and identity property multiplication.	Solves math problems using zero property of multiplication and identity property of multiplication with a model and assistance.	With guidance and support, solves math problems using zero property of multiplication and identity property of multiplication.	Solves math problems using zero property and identity property of multiplication.
<b>MA.3.C.6.a.1</b>	Solve multiplication facts up to 10.	Selects the correct model to solve multiplication facts up to 10.	Creates a model (array, repeated addition, etc.) to represent how to solve multiplication facts up to 10.	Solves multiplication facts up to 10.
<b>Geometry and Measurement</b>				
<b>MA.3.G.1.a.1</b>	Identify the following: cube, sphere, cylinder, and cone.	Sorts but does not identify one or more of the following: cube, sphere, cylinder, and/or cone.	Identifies one or more but not all: cube, sphere, cylinder, and/or cone.	Identifies a cube, sphere, cylinder, and cone.
<b>MA.3.G.2.a.1</b>	Identify shared attributes of shapes based on the models provided.	Given a shape/model example, identifies one but not all shared attributes of shapes based on provided models.	Identifies one but not all shared attributes of shapes based on provided models.	Identifies shared attributes of shapes based on provided models.
<b>MA.3.G.3.a.1</b>	Use points to create a straight line with a ruler, straight edge, or technology.	Attempts to create a straight line when provided with a ruler, straight edge, or technology with modeling or support.	Creates a straight line with a ruler, straight edge, or technology with modeling or support.	Uses points to create a straight line with a ruler, straight edge, or technology.
<b>MA.3.G.4.a.1</b>	Partition shapes into equal parts (halves, thirds, fourths) with equal area.	Identifies halves, thirds, or fourths from given models.	Partitions shapes into equal parts of one but not all: halves, thirds, and fourths with equal area.	Partitions shapes into equal parts, including halves, thirds, and fourths with equal area.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.3.M.1.a.1</b>	Measure volume using gallons, quarts, and liters.	Identifies that gallons, quarts, and liters are used to measure volume.	Measures volume using one but not all: gallons, quarts, or liters.	Measures volume using gallons, quarts, and liters.
<b>MA.3.M.2.a.1</b>	Select appropriate tool for measuring length, weight, and temperature.	Identifies a tool used for measurement but may not be able to apply it in the appropriate context.	Selects appropriate tool for measuring one but not all: length, weight, and temperature.	Selects appropriate tool for measuring length, weight, and temperature.
<b>MA.3.M.3.a.1</b>	Tell and write time to the nearest quarter hour. Solve real-world word problems involving the addition and subtraction of time intervals to whole hours or within an hour (e.g., whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) using manipulatives or pictures of a clock.	Tells time to nearest quarter hour, using manipulatives or pictures of a clock.	Tells or writes time to nearest quarter hour. May be able to add or subtract time intervals to whole hours or within an hour using manipulatives or pictures of a clock.	Tells and writes time to nearest quarter hour. Solves addition and subtraction of time intervals to whole hours and within an hour (e.g., whole hours 5:00 to 8:00, within hours 7:15 to 7:45) using manipulatives or pictures of a clock.
<b>MA.3.M.4.a.1</b>	Solve real-world problems to determine whether there is enough money to make a purchase using the next dollar strategy (round up to the next whole dollar).	Solves real-world problems to determine whether there is enough money to make a purchase, using whole dollars, with manipulatives.	Solves real-world problems to determine whether there is enough money to make a purchase, using whole dollars.	Solves real-world problems to determine whether there is enough money to make a purchase using the next dollar strategy (round up to the next whole dollar).
<b>MA.3.M.5.a.1</b>	Find the area of rectangles by modeling with unit squares.	Counts unit squares in a rectangle, but does not apply to properties of area.	Finds length or width of a rectangle with unit squares, but does not correctly calculate area.	Finds the area of rectangles by modeling with unit squares.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.3.M.6.a.1</b>	Use tiling and addition to determine area of a rectangle.	Uses manipulatives to tile or add square units in a rectangle.	Uses tiling or addition to determine area of a rectangle.	Uses tiling and addition to determine area of a rectangle.
<b>MA.3.M.7.a.1</b>	Identify a figure as getting larger or smaller when the dimensions of the figure change.	Identifies similar figures within a group.	Identifies a figure as larger or smaller in comparison to a similar figure.	Identifies a figure as getting larger or smaller when the dimensions of the figure change.
<b>MA.3.M.7.a.2</b>	Use addition to find the perimeter of a polygon.	Finds the perimeter of the polygon given all labeled sides and the equation for calculating the perimeter with support.	Finds perimeter of a polygon (up to 4 sides).	Finds perimeter of a polygon.
<b>Number Sense</b>				
<b>MA.3.NS.1.a.1</b>	Read, demonstrate, and write whole numbers up to 200, in standard and word form.	Reads whole numbers in standard form up to 200.	Reads and writes whole numbers up to 200 in standard and word form.	Reads, demonstrates, and writes whole numbers up to 200 in standard and word form.
<b>MA.3.NS.2.a.1</b>	Compare two whole numbers up to 200 using $>$ , $=$ , and $<$ symbols and words.	Indicates the least/greatest number when given two numbers up to 200.	Compares two whole numbers up to 200 using $>$ , $=$ , and $<$ symbols or words.	Compares two whole numbers up to 200 using $>$ , $=$ , and $<$ symbols and words.
<b>MA.3.NS.3.a.1</b>	Identify the numerator of a fraction.	Identifies the numerator of a fraction.	Identifies the numerator of a fraction.	Identifies the numerator of a fraction.
<b>MA.3.NS.3.a.2</b>	Identify the denominator of fractions, limited to halves, thirds, and fourths.	Identifies the denominator of fractions, limited to halves.	Identifies the denominator of fractions, limited to halves and fourths.	Identifies the denominator of fractions, limited to halves, thirds, and fourths.
<b>MA.3.NS.3.a.3</b>	Identify halves, thirds, and fourths of a whole.	With guidance, when given fraction models, student identifies halves of a whole.	Identifies halves and fourths of a whole.	Identifies halves, thirds, and fourths of a whole.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.3.NS.4.a.1</b>	Locate given common unit fractions (i.e., $\frac{1}{2}$ , $\frac{1}{4}$ ) on a number line that has a value between 0 and 1.	With guidance, locates halves on a number line that has a value between 0 and 1.	Locates halves or fourths on a number line that has a value between 0 and 1.	Locates given common unit fractions (i.e., $\frac{1}{2}$ , $\frac{1}{4}$ ) on a number line that has a value between 0 and 1.
<b>MA.3.NS.5.a.1</b>	Represent halves and fourths between 0 and 1 on a number line.	With guidance and modeling, represents half between 0 and 1 on a number line.	With guidance, represents halves or fourths between 0 and 1 on a number line.	Represents halves and fourths between 0 and 1 on a number line.
<b>MA.3.NS.6.a.1</b>	Understand when two fractions are equivalent (equal).	With guidance, knows that half is represented by two equal groups (numeric/standard form).	Knows the fraction equivalent for halves (numeric/standard form).	Knows the fraction equivalent for halves and fourths (numeric/standard form).
<b>MA.3.NS.7.a.1</b>	Recognize simple equivalent fractions using models to show equivalence.	With guidance and modeling, chooses the model that represents a half.	Recognizes simple fractions in halves or fourths using models to show equivalence.	Recognizes simple equivalent fractions using models to show equivalence.
<b>MA.3.NS.8.a.1</b>	Use =, <, or > and/or words to compare two fractions with the same denominator using a model.	With guidance and given two fractions with the same denominator, indicates the least/greatest fraction.	Uses =, <, or > or words to compare two fractions with the same denominator using a model.	Uses =, <, or > and words to compare two fractions with the same denominator using a model.
<b>MA.3.NS.9.a.1</b>	Use place value to round two-digit numbers to the nearest 10.	Understands place value rule of rounding but may not be able to apply.	Uses place value to round two-digit numbers to the nearest 10 with visual model.	Uses place value to round two-digit numbers to the nearest 10.
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.

**I AM Performance Level Descriptors (PLDs)  
Grade 3 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebraic Thinking and Data Analysis</b>				
<b>MA.4.AT.1.a.1</b>	Solve one- or two-step word problems requiring addition and/or subtraction with sums up to 500.	Solves one-step word problems requiring addition with sums up to 500.	Solves one-step word problems requiring addition and subtraction with sums up to 500.	Solves one- and two-step word problems requiring addition and/or subtraction with sums up to 500.
<b>MA.4.AT.2.a.1</b>	Recognize and apply the relationship between addition and multiplication.	Identifies the relationship between addition and multiplication given visual supports. (Identify a multiplication equation. Identify an addition equation.)	Recognizes the relationship between addition and multiplication, with visual supports, models, and or representations.	Recognizes and applies the relationship between addition and multiplication.
<b>MA.4.AT.3.a.1</b>	Represent verbal statements of multiplicative comparisons as multiplication equations.	Identifies multiplicative comparisons with visual supports.	Represents verbal statements of multiplicative comparisons with visual supports.	Represents verbal statements of multiplicative comparisons as multiplication equations.
<b>MA.4.AT.4.a.1</b>	Solve a real-world problem involving multiplicative comparison with product unknown.	Given a multiplicative comparison statement, identifies the missing product in the equation. (e.g., $\_\_ = 4 \times 8$ , 32 is 4 times as many as 8. The answer would be 32.)	Given a multiplicative comparison statement, identifies the equation (e.g., 32 is 4 times as many as 8, the answer would be $32 = 4 \times 8$ .)	Solves a real-world problem involving multiplicative comparison with product unknown.
<b>MA.4.AT.5.a.1</b>	Solve a real-world problem using a model to represent the concept of adding and subtracting fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ).	Given a model to represent a fraction number sentence, solves the addition fraction equation.	Solves a real-world problem using a model to represent the concept of adding fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ) with common denominators.	Solves a real-world problem using a model to represent the concept of adding and subtracting fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ) with common denominators.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.4.AT.6.a.1</b>	Understand that a variable in an equation is representing a number.	Given an equation, identifies the variable.	Given an equation with a variable and the variables value, solves the equation.	Understands that a variable in an equation is representing a number.
<b>MA.4.DA.1.a.1</b>	Interpret data from a table or bar graph.	Locates data on a table or graph.	Reviews data from a table or bar graph.	Interprets data from a table or bar graph.
<b>MA.4.DA.2.a.1</b>	Graph provided data on a line plot.	Locates data on a line plot.	Reads and identifies information on a line plot.	Creates a line plot using provided data.
<b>MA.4.DA.3.a.1</b>	Interpret data displayed in a circle graph up to halves and fourths.	Locates data up to halves and fourths on a circle graph.	Reads and identifies data up to halves and fourths on a circle graph.	Interprets data using halves and fourths displayed on a circle graph.
<b>Computation</b>				
<b>MA.4.C.1.a.1</b>	Add and subtract multi-digit whole numbers with sums up to 500.	Adds and subtracts multi-digit whole numbers with sums up to 500 without regrouping given visual supports.	Adds and subtracts multi-digit whole numbers with sums up to 500 without regrouping.	Adds and subtracts multi-digit whole numbers with sums up to 500.
<b>MA.4.C.2.a.1</b>	Multiply 2-digit numbers by one-digit numbers.	Multiplies one-digit numbers by one-digit numbers.	Multiplies 2-digit numbers by one-digit numbers with visual supports.	Multiplies 2-digit numbers by one-digit numbers.
<b>MA.4.C.3.a.1</b>	Represent division by sorting up to 50 objects into groups without remainders.	Represents division by sorting up to 50 objects into a set number of groups without remainders with visuals.	Represents division by sorting up to 50 objects into a set number of groups without remainders.	Represents division by sorting up to 50 objects into groups without remainders.
<b>MA.4.C.4.a.1</b>	Multiply single-digit numbers fluently.	Selects the correct model to solve a single-digit multiplication problem fluently.	Creates a model (array, repeated addition, etc.) to represent how to solve a single-digit multiplication problem fluently.	Solves a single-digit multiplication problem fluently.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.4.C.5.a.1</b>	Using a model, represent the concept of adding and subtracting fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ).	Selects the correct model to show how to add or subtract a fraction with like denominators.	Uses a model to identify the concept of adding and subtracting fractions with like denominators	Using a model, represents the concept of adding and subtracting fractions (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ).
<b>MA.4.C.6.a.1</b>	Using a model, represent the concept of adding and subtracting mixed numbers with common denominators.	Selects the correct model to show how to add a fraction using mixed numbers with common denominators; selects the correct model to show how to subtract a fraction using mixed numbers with common denominators.	Uses a model to identify the concept of adding and subtracting mixed numbers with common denominators.	Uses a model to demonstrate the concept of adding and subtracting mixed numbers with common denominators.
<b>MA.4.C.7.a.1</b>	Using models, demonstrate understanding of the commutative property using numbers less than 5.	Matches the correct model to show commutative property for factors and addends to 5 (includes addition and multiplication).	Identifies the commutative property using factors or addends to 5 (includes addition and multiplication).	Uses a model to demonstrate commutative property using factors or addends to 5 (includes addition and multiplication).
<b>Geometry and Measurement</b>				
<b>MA.4.G.1.a.1</b>	Using models and representations, identify the following shapes: parallelograms, rhombuses, and trapezoids.	Distinguishes/sorts parallelograms, rhombuses, and trapezoids.	Identifies parallelograms, rhombuses, and trapezoids through standard models.	Identifies parallelograms, rhombuses, and trapezoids through given various models and representations.
<b>MA.4.G.2.a.1</b>	Recognize a line of symmetry in a figure.	With support, identifies a line of symmetry in given basic shapes.	Identifies a line of symmetry in given basic shapes.	Identifies a line of symmetry in given figures.
<b>MA.4.G.3.a.1</b>	Recognize an angle in two-dimensional shapes.	Distinguishes between shapes with angles and shapes without angles.	Distinguishes shapes with angles and shapes without angles.	Recognizes an angle in two-dimensional shapes.
<b>MA.4.G.4.a.1</b>	Identify parallel and perpendicular lines.	Identifies parallel or perpendicular lines.	Identifies parallel or perpendicular lines in basic models.	Identifies both parallel and perpendicular lines in given models.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.4.G.5.a.1</b>	Classify shapes based on attributes (angles, parallel and perpendicular lines).	Identifies shapes from non-shapes.	Sorts shapes with similar attributes.	Classifies shapes based on attributes (angles, parallel and perpendicular lines).
<b>MA.4.M.1.a.1</b>	Measure length to nearest quarter-inch.	Given a group of objects, selects an object that measures less than a half-inch.	Measures an object to nearest quarter-inch.	Estimates length to nearest quarter-inch.
<b>MA.4.M.2.a.1</b>	Identify the appropriate units of measurement for different purposes in a real-life context (e.g., measure a wall using feet, not inches).	Distinguishes between units of measure through use of pictures.	Distinguishes between units of measure, length, weight, time (e.g., use of feet or hours to measure a wall).	Identifies appropriate units of measurement in real-life context (e.g., measure a wall using feet, not inches).
<b>MA.4.M.3.a.1</b>	Solve real-world problems involving intervals of time to the half-hour.	Identifies intervals of time in context of a real-world problem using visual models.	Identifies intervals of time in context of a real-world problem (e.g., identifies time toward the direction of the answer).	Solves real-world problems involving intervals of time to the half-hour.
<b>MA.4.M.3.a.2</b>	Solve real-world problems involving money up to the value of five dollars.	With support, solves real-world problems involving money up to the value of five dollars, using models.	Solves real-world problems involving money up to the value of five dollars using models.	Solves real-world problems involving money up to the value of five dollars.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.4.M.4.a.1</b>	Solve real-world problems using area.	Given models, solves real-world problems using area and formula set up within the problem.	Given models, solves real-world problems using area and the formula for area.	Solves real-world problems using area.
<b>MA.4.M.5.a.1</b>	Find an angle in a circle.	Identifies that a circle has an angle in it, with support.	Identifies that a circle has an angle in it.	Finds a correct angle in a circle.
<b>MA.4.M.6.a.1</b>	Select an appropriate tool for measuring angles.	Selects an appropriate tool for measuring angles, with support.	Selects an appropriate tool for measuring angles.	Selects an appropriate tool for measuring angles.
<b>Number Sense</b>				
<b>MA.4.NS.1.a.1</b>	Read, demonstrate, and write whole numbers up to 500.	Reads whole numbers in standard form up to 500.	Reads and writes whole numbers up to 500.	Reads, demonstrates, and writes whole numbers up to 500.
<b>MA.4.NS.2.a.1</b>	Compare two whole numbers up to 500 using >, =, and < symbols and words.	Indicates the least/greatest number when given two numbers up to 500.	Compares two whole numbers up to 500 using >, =, and < symbols or words.	Compares two whole numbers up to 500 using >, =, and < symbols and words.
<b>MA.4.NS.3.a.1</b>	Express a whole number as a fraction.	Identifies whole numbers represented as fractions.	Expresses a whole number as a fraction with a denominator of 1 (e.g., $4/1 = 4$ ).	Expresses a whole number as a fraction (e.g., $4/4 = 1$ or $4/1 = 4$ ).
<b>MA.4.NS.4.a.1</b>	Using a model, show equivalent fractions for fractions up to tenths.	Chooses the model that represents a given fraction.	Using a model, shows equivalent fractions for fractions up to tenths (using two visual models of the same shape and different denominator).	Using a model, shows equivalent fractions for fractions up to tenths (using two visual models of same shapes and varying denominators).

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.4.NS.5.a.1</b>	Use symbols =, <, or > and words to compare two fractions (fractions with the different denominator of 10 or less).	Given two fractions (fractions with the same denominator of 10 or less), indicates the least/greatest fraction.	Uses symbols =, <, or > or words to compare two fractions (fractions with different denominators of 10 or less).	Uses symbols =, <, or > and words to compare two fractions (fractions with the different denominator of 10 or less).
<b>MA.4.NS.6.a.1</b>	Write tenths in decimal and fraction notations.	Given a model of tenths, identifies the represented fraction.	Writes tenths in decimal or fraction notations.	Writes tenths in decimal and fraction notations.
<b>MA.4.NS.6.a.2</b>	Know the fraction and decimal equivalent for halves and fourths up to 1.	Knows the fraction or decimal equivalent for halves up to 1.	Knows the fraction or decimal equivalent for fourths up to 1.	Knows the fraction and decimal equivalent for halves and fourths up to 1.
<b>MA.4.NS.7.a.1</b>	Compare two decimals to the tenths place with a value of less than 1.	Given two decimals to the tenths place with a value of less than one, indicates the least/greatest decimal.	Uses symbols =, <, or > or words to compare two decimals to the tenths place with a value of less than 1.	Uses symbols =, <, or > and words to compare two decimals to the tenths place with a value of less than 1.
<b>MA.4.NS.8.a.1</b>	Identify a factor pair for a product up to 50.	Given a visual representation and a number sentence with a product up to 50 with a missing factor, identifies the missing factor (e.g., $5 \times \underline{\quad} = 50$ ).	Identifies a factor for a product up to 50.	Identifies a factor pair for a product up to 50.
<b>MA.4.NS.9.a.1</b>	Use place value to round 3-digit numbers to tens or hundreds.	Given a 3-digit number, identifies the place value of a given digit.	Uses place value to round 3-digit numbers to hundreds.	Uses place value to round 3-digit numbers to tens or hundreds.
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.



**I AM Performance Level Descriptors (PLDs)  
Grade 4 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebraic Thinking</b>				
<b>MA.5.AT.1.a.1</b>	Solve problems or word problems using up to 2-digit multiplication or 3-digit dividend with no remainder.	Solves word problems using one-digit multiplication with a visual representation.	Solves word problems using up to 2-digit multiplication or 2-digit division with a visual representation.	Solves word problems using up to 2-digit multiplication or 2-digit division with no remainder.
<b>MA.5.AT.2.a.1</b>	Solve word problems involving the addition and subtraction of fractions with unlike denominators of halves, fourths, fifths, and tenths.	Solves addition or subtraction word problems of fractions with like denominators of halves and fourths with a visual representation.	Solves addition or subtraction word problems of fractions with unlike denominators of halves and fourths with a visual representation.	Solves addition and subtraction word problems of fractions with unlike denominators of halves and fourths.
<b>MA.5.AT.3.a.1</b>	Solve real-world problems involving multiplication of a fraction and a whole number.	Identifies a multiplication expression of a fraction and a whole number.	Solves real-world multiplication problems of a unit fraction and a whole number with a visual representation.	Solves real-world problems involving multiplication of a fraction and a whole number.
<b>MA.5.AT.4.a.1</b>	Solve real-world problems involving the division of a whole number by one-half to find the total parts.	Identifies a division expression of a whole number and one-half.	Recognize the model associated with a real-world problem for the division of whole numbers by one-half.	Solves real-world problems involving the division of a whole number by one-half to find the total parts.
<b>MA.5.AT.5.a.1</b>	Solve one-step, real-world problems involving addition, subtraction, multiplication, and division with decimals to the hundredths place.	Solves one-step, real-world problems involving addition with decimals to the tenths place with a visual representation.	Solves one-step, real-world problems involving addition or subtraction with decimals to the tenths place with a visual representation.	Solves one-step, real-world problems involving addition, subtraction, or multiplication with decimals to the hundredths place.
<b>MA.5.AT.6.a.1</b>	Locate points on a graph and identify the $x$ -axis and $y$ -axis.	Identifies the $x$ -axis and $y$ -axis.	Locates points on a graph.	Locates points on a graph and identifies the $x$ -axis and $y$ -axis.
<b>MA.5.AT.7.a.1</b>	Graph ordered pairs in the first quadrant of coordinate plane.	Graphs an ordered pair, when $y$ equals zero, in the first quadrant of coordinate plane.	Graphs an ordered pair, when $x$ equals zero, in the first quadrant of coordinate plane.	Graphs an ordered pair in the first quadrant of coordinate plane.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.5.AT.8.a.1</b>	Given a real-world problem, evaluate the expressions for the specific values of up to two variables.	Identifies an expression with one variable with a visual representation.	Given a real-world problem, evaluates the expression for the specific value of one variable with a visual representation.	Given a real-world problem, evaluates the expressions for the specific values of up to two variables.
<b>Computation</b>				
<b>MA.5.C.1.a.1</b>	Multiply two-digit numbers by two-digit numbers.	Identifies a visual representation of a two-digit by two-digit multiplication expression.	Uses a visual representation to multiply two-digit numbers by two-digit numbers.	Multiplies two-digit numbers by two-digit numbers.
<b>MA.5.C.2.a.1</b>	Divide multi-digit whole numbers with dividends up to 100 without remainders.	Identifies a visual representation of a division expression (up to 100).	Given a visual representation, divides two-digit by one-digit whole numbers (up to 100) without remainders.	Given a visual representation, divides multi-digit whole numbers (up to 100) without remainders.
<b>MA.5.C.4.a.1</b>	Add and subtract fractions with unlike denominators, limiting denominators to halves, fourths, fifths, and tenths.	Adds or subtracts fractions with like denominators, limiting denominators to halves and fourths with a visual representation.	Adds or subtracts fractions with unlike denominators, limiting denominators to halves and fourths with a visual representation.	Adds and subtracts fractions with unlike denominators, limiting denominators to halves, fourths, fifths, and tenths with a visual representation.
<b>MA.5.C.5.a.1</b>	Use models to multiply a fraction by a whole number.	Identifies a model of multiplying a fraction by a whole number.	Matches a model of multiplying a fraction by a whole number to the corresponding equation.	Uses models to multiply a fraction by a whole number.
<b>MA.5.C.6.a.1</b>	Determine whether the product will be larger or smaller than the multiplicand based on the multiplier.	Recognizes whether the product will be larger than the multiplicand based on a whole number larger than 1 as the multiplier.	Recognizes whether the product will be smaller than the multiplicand based on a fractional (less than 1) multiplier.	Determines whether the product will be larger or smaller than the multiplicand based on the multiplier.
<b>MA.5.C.7.a.1</b>	Use models to divide whole numbers by one-half to solve for total number of parts.	Identifies a model of dividing whole numbers by one-half to solve for total number of parts.	Matches a model of dividing whole numbers by one-half to the corresponding equation.	Uses models to divide whole numbers by one-half to solve for total number of parts.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.5.C.8.a.1</b>	Solve one-step problems using decimals.	Solves one-step addition problems using decimals limited to the tenths place using visual representations.	Solves one-step problems using addition or subtraction involving decimals limited to the tenths place using visual representations.	Solves one-step problems involving addition, subtraction, or multiplication using decimals.
<b>MA.5.C.9.a.1</b>	Evaluate an expression with one set of parentheses.	Identifies an expression with one set of parentheses.	Evaluates an addition expression using one-digit numbers up to 9 with one set of parentheses.	Evaluates an addition and multiplication expression with one set of parentheses.
<b>Geometry, Measurement, Data Analysis and Statistics</b>				
<b>MA.5.DS.1.a.1</b>	Use data (from a bar graph) to determine questions that could be answered with the graph, or answer a simple question about the graph (e.g., average height among 3 classrooms, # of boys and girls).	Identifies a picture of a bar graph out of a set of various types of graphs.	Uses data (from a bar graph) to answer a simple question about the graph (how many, most, least, etc.).	Uses data (from a bar graph) to determine questions that could be answered with the graph, or to answer a one-step simple question about the graph (how many more, how much less, etc.).
<b>MA.5.DS.2.a.1</b>	Use a completed line plot to find mode and median.	Identifies a picture of a line plot out of a set of various types of graphs.	Uses a completed line plot to find mode (excludes no mode or multiple modes).	Uses a completed line plot to find mode (excludes no mode or multiple modes) and median (using a set of data with an odd number of values).
<b>MA.5.G.1.a.1</b>	Categorize angles as right, acute, or obtuse.	Identifies a right angle when given visual representation with the angle measurement given.	Categorizes angles as right, acute, or obtuse when given visual representation with the angle measurements given.	Categorizes angles as right, acute, or obtuse when given visual representation of angles.
<b>MA.5.G.1.a.2</b>	Identify the diameter and radius of a circle.	Identifies the center of a circle with visual representation.	Identifies the diameter or radius of a circle with visual representation.	Identifies the diameter and radius of a circle with visual representation.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.5.G.2.a.1</b>	Recognize properties of simple plane figures by counting the number of sides.	Given a visual representation of a quadrilateral or triangle, counts the number of sides.	Given a visual representation of a pentagon, quadrilateral or triangle, counts the number of sides.	Given a visual representation of a hexagon, pentagon, quadrilateral, or triangle, counts the number of sides.
<b>MA.5.G.2.a.2</b>	Distinguish plane figures by the name of the shape and number of sides.	Given a visual representation of triangles, rectangles, and squares, uses the number of sides and shape to name the figure.	Given a visual representation of triangles, rectangles, squares, and trapezoids, uses the number of sides and shape to name the figure.	Given a visual representation of triangles, rectangles, squares, parallelograms, rhombuses, and trapezoids, uses the number of sides and shape to name the figure.
<b>MA.5.M.1.a.1</b>	Convert measurements of time (days in a week, hours in a day, months in a year, minutes in an hour, seconds in a minute).	Identifies how many days in a week and months in a year.	Identifies how many days in a week, months in a year, seconds in a minute, and minutes in a hour.	Converts measurements of time (days in a week/month, hours in a day, months in a year, minutes in an hour, seconds in a minute).
<b>MA.5.M.1.a.2</b>	Solve problems involving time lapse.	Solves problems involving time lapse limited to gaps of whole hours.	Solves problems involving time lapse limited to gaps of hours and/or minutes in increments of 15, 30, or 45.	Solves problems involving time lapse.
<b>MA.5.M.2.a.1</b>	Multiply whole numbers to find the area of a rectangle.	Multiplies one-digit whole numbers up to 5 to find the area of a rectangle.	Multiplies one-digit whole numbers to find the area of a rectangle.	Multiplies one- or two-digit whole numbers to find the area of a rectangle.

**I AM Performance Level Descriptors (PLDs)  
Grade 5 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.5.M.3.a.1</b>	Provided the formula, students will insert the correct numbers into the correct location of the formula.	Given a parallelogram and provided the formula, inserts correct numbers into correct locations of the formula.	Given a triangle or parallelogram and provided the formula, inserts the correct numbers into the correct location of the formula.	Given a triangle, parallelogram, or trapezoid and provided the formula for area, inserts the correct numbers into the correct location of the formula.
<b>MA.5.M.4.a.1</b>	Model volume by counting the number of cubic units that fit into a rectangular prism.	Models volume by counting the number of cubic units that fit into a rectangular prism (limited to a single layer of cubic units where all units are visible).	Models volume by counting the number of cubic units that fit into a rectangular prism (limited to 1 or 2 layers where all units might not be visible).	Models volume by counting the number of cubic units that fit into a rectangular prism.
<b>MA.5.M.5.a.1</b>	Provided the formula, students will insert the correct numbers into the correct location of the formula.	Recognizes the different dimensions of a right rectangular prism (length, width, height).	Recognizes that the base ( $B$ ) of a right rectangular prism is comprised of length and width.	Provided the formula for volume ( $V = l \times w \times h$ and $V = B \times h$ ), inserts the correct numbers into the correct location of the formula.
<b>MA.5.M.6.a.1</b>	Provided the formula, solve for volume.	Provided the formula and limited to one-digit numbers up to 5, solves for volume.	Provided the formula and limited to one-digit numbers, solves for volume.	Provided the formula and one- or two-digit numbers, solves for volume.
<b>Number Sense</b>				
<b>MA.5.NS.1.a.1</b>	Compare two fractions using $<$ , $>$ , and $=$ symbols and vocabulary.	Compares two fractions using the concept "larger/smaller" when each fraction is paired with a visual representation.	Compares two fractions with like denominators using $<$ , $>$ , and $=$ with visual representations of both fractions.	Compares two fractions using $<$ , $>$ , and $=$ and vocabulary ("greater than" and "less than") of both fractions.
<b>MA.5.NS.1.a.2</b>	Compare two decimals to the hundredths place with a value of less than 1 using $<$ , $>$ , and $=$ symbols and vocabulary.	Compares two decimals using the concept "larger/smaller" when each decimal is paired with a visual representation.	Compares two decimals to the tenths place with a value of less than 1 using $<$ , $>$ , and $=$ symbols with visual representation.	Compares two decimals to the hundredths place with a value of less than 1 using $<$ , $>$ , and $=$ symbols and vocabulary ("greater than" and "less than").
<b>MA.5.NS.2.a.1</b>	Represent fractions as part of a set, whole, or division of whole numbers.	Represents fractions as part of a whole with a visual representation.	Represents fractions as part of a set or of a whole with a visual representation.	Represents fractions as part of a set, whole, or division of whole numbers.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.5.NS.3.a.1</b>	Compare the value of a digit when it is represented in different place values of 2 three-digit numbers.	Using the concept "larger/smaller," compares the value of two models of the same digit in different place values when both are modeled with visual representation (e.g., 7 ones vs. 7 tens).	Compares the value of a digit when it is represented in different place values of 2 two-digit numbers with visual representation.	Compares the value of a digit when it is represented in different place values of 2 three-digit numbers.
<b>MA.5.NS.5.a.1</b>	Round decimals to the nearest whole number.	Rounds decimals (tenths) to the nearest whole number with a visual representation.	Rounds decimals (hundredths) to the nearest whole number with a visual representation.	Rounds decimals to the nearest whole number.
<b>MA.5.NS.6.a.1</b>	Use a model to represent percent as part of 100.	Uses a model to represent percent as part of 100 (limit to 25, 50, 75, and 100).	Uses a model to represent percent as part of 100 (limit to multiples of ten).	Uses a model to represent percent as part of 100.
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Computation</b>				
<b>MA.6.C.1.a.1</b>	Divide multi-digit whole numbers.	Given a visual representation, divides single-digit by single-digit whole numbers with no remainders.	Given a visual representation, divides double-digit whole numbers with no remainders.	Divides multi-digit whole numbers.
<b>MA.6.C.2.a.1</b>	Solve one-step addition or subtraction problems with decimals.	Solves one-step addition problems with decimals up to the hundredths.	Solves one-step addition or subtraction problems with decimals up to the hundredths.	Solves one-step addition or subtraction problems with decimals.
<b>MA.6.C.2.a.2</b>	Solve one-step addition or subtraction problems with fractions.	Solves one-step addition problems with fractions with like denominators.	Solves one-step addition or subtraction problems with fractions with like denominators.	Solves one-step addition or subtraction problems with fractions.
<b>MA.6.C.3.a.1</b>	Solve one-step real-world addition or subtraction problems with decimals or fractions.	Solves one-step real-world addition problems with decimals to the tenths or unit fractions with common one-digit denominators.	Solves one-step real-world addition or subtraction problems with fractions with common denominators or decimals to the hundredths.	Solves one-step real-world addition or subtraction problems with decimals or fractions.
<b>MA.6.C.4.a.1</b>	Solve one-step division problems with fractions.	Uses models to divide a whole number by a unit fraction to solve.	Uses models to divide a whole number by a fraction to solve.	Solves one-step division problems with fractions.
<b>MA.6.C.5.a.1</b>	Demonstrate what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$ ) and evaluate.	Identifies an exponent.	Demonstrates what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$ ).	Demonstrates what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$ ) and evaluates.
<b>MA.6.C.6.a.1</b>	Apply the order of operations.	Identifies the first step in the order of operations of a given problem.	Identifies at least two steps in the order of operations of a given problem.	Applies the order of operations.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebra and Functions</b>				
<b>MA.6.AF.1.a.1</b>	Given a real-world problem, evaluate the expressions for specific values of their variables.	Given a real-world problem, evaluates the expression for the specific value of one variable with a visual representation.	Given a real-world problem, evaluates the expressions for the specific values of up to two variables with a visual representation.	Given a real-world problem, evaluates the expressions for the specific values of their variables with a visual representation.
<b>MA.6.AF.2.a.1</b>	Use properties of operations to produce equivalent expressions.	Uses properties of operations to produce equivalent expressions using addition.	Uses properties of operations to produce equivalent expressions using addition and multiplication.	Uses properties of operations to produce equivalent expressions.
<b>MA.6.AF.3.a.1</b>	Write and evaluate variable expressions.	Identifies a variable expression.	Writes a variable expression.	Writes and evaluates variable expressions.
<b>MA.6.AF.4.a.1</b>	Use substitution to determine validity of an equation or inequality.	Determines whether the problem is an equation or an inequality.	Uses substitution (limited to single-digit numbers) to determine the validity of an equation or an inequality.	Uses substitution to determine the validity of an equation or inequality.
<b>MA.6.AF.5.a.1</b>	Solve real-world one-step linear equations.	Solves a given real-world one-step linear equations (limited to single-digit numbers) using addition and subtraction.	Solves real-world one-step linear equations (limited to single-digit numbers) using addition, subtraction, and multiplication.	Solves real-world one-step linear equations.
<b>MA.6.AF.6.a.1</b>	Given a real-world problem, write an inequality.	Given a real-world problem, writes an inequality using addition and subtraction.	Given a real-world problem, writes an inequality using addition, subtraction, and multiplication.	Given a real-world problem, writes an inequality.
<b>MA.6.AF.7.a.1</b>	Graph a point on a coordinate plane.	Attempts to graph a point in the first quadrant of a coordinate plane.	Graphs a point in the first quadrant of a coordinate plane.	Graphs a point on a coordinate plane.
<b>MA.6.AF.8.a.1</b>	Given a coordinate plane, plot and find the distance between two points with the same first	Given a coordinate plane with two plotted points in the first quadrant, finds the distance between two	Given a coordinate plane, plots two points in the first quadrant with the same first coordinate or	Given a coordinate plane, plots and finds the distance between two points with the same first

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	coordinate or the same second coordinate.	points with the same first coordinate or the same second coordinate. (For example: "The points (3, 2) and (3, 5) are plotted. What is the distance between the two points?")	the same second coordinate.	coordinate or the same second coordinate.
<b>MA.6.AF.9.a.1</b>	Analyze a table to find missing values of ordered pairs.	Given a table, identifies an ordered pair.	Given a table and the rule, finds one missing value of an ordered pair.	Analyzes a table to find one missing value of an ordered pair.
<b>MA.6.AF.9.a.2</b>	Plot pairs of values from a table onto a coordinate plane.	Given an ordered pair, plots the point onto a coordinate plane.	Given a table, plots an ordered pair onto a coordinate plane.	Given a table, plots ordered pairs onto a coordinate plane.
<b>MA.6.AF.10.a.1</b>	Given a real-world problem representing a proportional relationship, analyze the relationships between the dependent and independent variables.	Identifies a proportional relationship.	Given a real-world problem representing a proportional relationship, identifies a dependent or independent variable.	Given a real-world problem representing a proportional relationship, analyzes the relationships between the dependent and independent variables.
<b>Number Sense</b>				
<b>MA.6.NS.1.a.1</b>	Understand the difference between positive and negative numbers.	Identifies negative and positive numbers.	Understand the difference between positive or negative numbers when given a visual representation.	Understand the difference between positive and negative numbers.
<b>MA.6.NS.2.a.1</b>	Locate positive and negative numbers on a number line.	Given a labeled positive number line (0–5), locates positive numbers. Given a labeled negative number line (–5 to 0), locates negative numbers.	Locates positive or negative numbers on a labeled number line (from –10 to 10).	Locates positive and negative numbers on a number line.
<b>MA.6.NS.3.a.1</b>	Plot positive and negative integers on a number line.	Given a labeled positive number line (0–5), plots positive numbers. Given a labeled negative number line (–5 to 0), plots negative numbers.	Plots positive and negative numbers on a labeled number line (from –10 to 10).	Plots positive and negative numbers on a number line.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.6.NS.3.a.2</b>	Compare and order a given set of integers.	Using visual representation of two integers (one positive and one negative), compares to determine which integer is larger/smaller.	Compares and orders a given set of integers with visual representation (range from -10 to 10; limit set to 3 integers).	Compares and orders a given set of integers.
<b>MA.6.NS.4.a.1</b>	Find the absolute value of a number using the distance from zero on a number line.	Finds the absolute value of a positive number using the distance from zero on a number line.	Finds the absolute value of a negative number using the distance from zero on a number line.	Finds the absolute value of a number using the distance from zero on a number line.
<b>MA.6.NS.5.a.1</b>	Identify the decimal and percent equivalents for halves, fourths, fifths, and tenths.	Identifies the decimal and percent equivalents for hundredths with visual representation.	Identifies the decimal and percent equivalents for halves and tenths with visual representation.	Identifies the decimal and percent equivalents for halves, fourths, fifths, and tenths.
<b>MA.6.NS.6.a.1</b>	Identify a prime and composite number.	Given all factors for a number, determines whether that number is prime or composite.	For numbers up to 10, identifies prime or composite numbers.	Identifies prime and composite numbers.
<b>MA.6.NS.7.a.1</b>	Find the least common multiple.	Identifies multiples of a single-digit whole number.	Finds the least common multiple of two single-digit whole numbers.	Finds the least common multiple of two whole numbers.
<b>MA.6.NS.7.a.2</b>	Find the greatest common factor of two whole numbers.	Given all common factors of two whole numbers up to 50, identifies the greatest common factor.	Finds a common factor of two whole numbers up to 50.	Finds the greatest common factor of two whole numbers.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.6.NS.8.a.1</b>	Describe the ratio relationship between two quantities.	Given a visual representation, identifies the ratio.	When given a ratio, identifies the ratio in different forms (1:2, 1/2, 1 to 2).	Describes the ratio relationship between two quantities.
<b>MA.6.NS.9.a.1</b>	Understand the concept of a unit rate.	Given a visual representation, identifies a unit rate.	Matches a unit rate with an equivalent rate.	Understands the concept of a unit rate.
<b>MA.6.NS.10.a.1</b>	Solve one-step real-world problems involving unit rates with ratios of whole numbers when given the unit rate (e.g., "3 inches of snow falls per hour; how much in 6 hours?").	Given a visual representation, identifies a unit rate.	Solves a one-step problem involving unit rates with ratios of whole numbers when given the unit rate (limit unit rates to single-digit whole numbers).	Solves one-step real-world problems involving unit rates with ratios of whole numbers when given the unit rate (e.g., "3 inches of snow falls per hour; how much in 6 hours?").
<b>Geometry, Measurement, Data Analysis and Statistics</b>				
<b>MA.6.DS.1.a.1</b>	Identify statistical questions and the data that corresponds.	Identifies data from a graph.	Identifies questions that have a single data point.	Identifies statistical questions and the data that corresponds.
<b>MA.6.DS.2.a.1</b>	Name different graphical representations of data.	Names different graphical representations of a set of data (line plots and bar graphs).	Names different graphical representations of a set of data (line plots and box plots).	Names different graphical representations of a set of data (line plots, histograms, and box plots).
<b>MA.6.DS.3.a.1</b>	Collect and graph data using bar graphs and line plots.	Sorts given data.	Organizes given data and attempts to create a bar graph or line plot.	Collects and graphs data using bar graphs and line plots.
<b>MA.6.DS.4.a.1</b>	Select a statement that matches the mean, mode, and spread of data for 1 measure of central tendency of a data set.	Identifies range of a set of data.	Identifies range, mean, and mode of a set of data.	Selects a statement that matches the pattern of the range and either the mean or mode of a given set of data.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.6.GM.1.a.1</b>	Convert between English and metric measurement systems.	Identifies whether the data presented is in the English or metric system.	Converts between English and metric measurement systems given a conversion chart.	Converts between English and metric measurement systems.
<b>MA.6.GM.2.a.1</b>	Given a real-world situation, use the sum of the interior angles of a triangle which totals 180 degrees.	Identifies if a figure has three interior angles, then it is a triangle.	Recognizes a triangle as having 3 angle measures that add up to 180 degrees.	Given a real-world situation, uses the sum of the interior angles of a triangle, which totals 180 degrees, to solve problems.
<b>MA.6.GM.3.a.1</b>	Given a polygon in a coordinate plane, find the length of each side.	Given a polygon in the first quadrant in a coordinate plane, with one vertex on the origin and sides on the $x$ - and $y$ -axis, finds the length of one side.	Given a polygon with up to 4 sides in a coordinate plane, with a side on the $y$ - or $x$ -axis, finds the length of one side with the same first coordinate or the same second coordinate.	Given a polygon in a coordinate plane, finds the length of one side with the same first coordinate or the same second coordinate.
<b>MA.6.GM.4.a.1</b>	Find area of quadrilaterals.	Given a partially filled-in formula for area of a quadrilateral, identifies the missing number to complete the formula.	Given the formula for area of a quadrilateral, identifies the correct formula to solve for the area.	Finds area of quadrilaterals.
<b>MA.6.GM.5.a.1</b>	Find the volume of right rectangular prisms.	Given a partially filled-in formula for volume of a right rectangular prism, identifies the missing number to complete the formula.	Given the length, width, and height of right rectangular prisms, solves for the area of the base.	Finds the volume of right rectangular prisms.
<b>MA.6.GM.5.a.2</b>	Understand the concept of volume and how it fills space.	Attempts to recognize volume as filling in a three-dimensional shape.	Recognizes volume as filling in a three-dimensional shape.	Understands the concept of volume and how it fills space.
<b>MA.6.GM.6.a.1</b>	Identify the net of a three-dimensional shape.	Recognizes a right rectangular prism.	Recognizes a net is composed of two-dimensional shapes.	Identifies the net of a three-dimensional shape.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebra and Functions</b>				
<b>MA.7.AF.1.a.1</b>	Use properties of operations to produce equivalent linear expressions.	Identifies a linear expression.	Identifies the properties of operations to produce equivalent linear expressions.	Uses properties of operations to produce equivalent linear expressions.
<b>MA.7.AF.2.a.1</b>	Solve equations with up to two steps based on real-world problems.	Sets up an equation based on real-world problems.	Solves a step of a two step equation based on real-world problems.	Solves equations with up to two steps based on real-world problems.
<b>MA.7.AF.2.a.2</b>	Use variables to represent quantities in a real-world or mathematical problem to solve linear equations.	Uses variables to represent quantities.	Uses variables to solve mathematical problems.	Uses variables to represent quantities in a real-world or mathematical problem to solve linear equations.
<b>MA.7.AF.3.a.1</b>	Solve inequalities with up to two variables based on real-world problems.	Identifies a step of a two step inequality in a real-world problem.	Solves a step of a two step inequality based on real-world problems.	Solves inequalities with up to two steps based on real-world problems.
<b>MA.7.AF.3.a.2</b>	Use variables to represent quantities in a real-world or mathematical problem to solve linear inequalities.	Identifies variables in a mathematical problem.	Uses variables to represent mathematical problems to solve linear inequalities.	Uses variables to represent quantities in a real-world or mathematical problem to solve linear inequalities.
<b>MA.7.AF.3.a.3</b>	Determine the graph of an inequality.	Identifies the graph of a simple inequality on a numberline.	Identifies the graph of an inequality on coordinate plane.	Determines the graph of an inequality.
<b>MA.7.AF.4.a.1</b>	Relate slope to rate of change between two variables.	Identifies the slope of a given graph.	Identifies the rate of change between two variables.	Relates slope to rate of change between two variables.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.7.AF.4.a.2</b>	Using real-world examples, recognize the graph that shows the correct slope between two variables.	Recognizes a slope between two variables on a given graph.	Recognizes the graph that shows the correct slope between two variables when given variables of real-world examples.	Uses real-world examples, recognize the graph that shows the correct slope between two variables.
<b>MA.7.AF.5.a.1</b>	Graph a line using slope and a point on the line.	Plots the coordinate point on a graph.	Plots a point and attempt to apply the slope.	Graphs a line using slope and a point on the line.
<b>MA.7.AF.5.a.2</b>	Understand how to calculate the slope of a line.	Understands how to count the rise and/or run.	Understands how to count the rise and/or run and write as a ratio.	Understands how to calculate the slope of a line.
<b>MA.7.AF.6.a.1</b>	Identify if the relationship is proportional between two quantities in a table.	Identifies two quantities in a table.	Identifies if the relationship is proportions of 2 or 10 between two quantities in a given table.	Identifies if the relationship is proportional between two quantities in a table.
<b>MA.7.AF.6.a.2</b>	Determine if two quantities are in a proportional relationship using points graphed on a coordinate plane.	Identifies two coordinates.	Identifies if two quantities are in a proportional relationship using points graphed on a coordinate plane when one of those points is the origin.	Determines if two quantities are in a proportional relationship using points graphed on a coordinate plane.
<b>MA.7.AF.7.a.1</b>	Given a table or a graph of a line, identify the unit rate.	Recognizes the unit rate when given a table.	Identifies the unit rate when given a table.	When given a table or graph line, students can identify the unit rate.
<b>MA.7.AF.8.a.1</b>	Given a proportional relationship, explain the meaning of the coordinates on the graph.	Understands the meaning of the coordinate (0,0).	Identifies the missing coordinate when given an x- or y-coordinate.	Explains the meaning of the coordinates on the graph when given a proportional relationship.
<b>MA.7.AF.9.a.1</b>	Represent proportional relationships as an equation and as a graph.	Recognizes a relationship as a graph.	Represents the proportional relationship as a graph.	Represents the proportional relationship as an equation and as a graph.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Data Analysis, Statistics and Probability</b>				
<b>MA.7.DSP.1.a.1</b>	Determine sample size to answer a given question.	Identifies an appropriate sample size.	Determines a sample size to answer a simple question.	Determines the sample size to answer a given question.
<b>MA.7.DSP.2.a.1</b>	Interpret data to draw conclusions.	Reads data.	Draws straightforward conclusions from given data.	Identifies data to draw conclusions.
<b>MA.7.DSP.3.a.1</b>	Identify the range, median, mean, or mode of a given data set.	Identifies mean and mode.	Identifies either range, median, mean, or mode of a given data set.	Identifies the range, median, mean, or mode of a given data set.
<b>MA.7.DSP.3.a.2</b>	Compare two similar populations/models to draw a conclusion.	Compares two populations/models.	Compares two similar populations/models.	Compares two similar populations/models to draw a conclusion.
<b>MA.7.DSP.3.a.3</b>	Make or select an appropriate statement based on two unequal data sets using measures of central tendency and shape.	Selects an appropriate statement based upon two unequal data sets.	Selects an appropriate statement based upon two unequal data sets using measures of central tendency.	Makes or selects an appropriate statement based on two unequal data sets using measures of central tendency and shape.
<b>MA.7.DSP.4.a.1</b>	Make or select a statement to compare the distribution of two data sets.	Compares two simple data sets.	Selects a statement to compare two data sets.	Makes or selects a statement to compare the distribution of two data sets.
<b>MA.7.DSP.5.a.1</b>	Describe the probability of events as being certain or impossible.	Describes the probability as certain or impossible when given visual model.	Describes the probability of events as certain or impossible.	Describes the probability of events as being certain or impossible.
<b>MA.7.DSP.6.a.1</b>	Make a prediction regarding the probability of an event occurring; conduct simple probability experiments.	Attempts to conduct a simple probability experiment.	Makes a simple prediction regarding the probability of an event.	Makes a prediction regarding the probability of an event occurring; conduct simple experiments.
<b>MA.7.DSP.7.a.1</b>	Compare actual results of simple experiments with theoretical probabilities.	Attempts to identify the results of a simple experiment.	Compares results of simple experiments with theoretical probabilities.	Compares actual results of simple experiments with theoretical probabilities.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>Geometry and Measurement</b>				
<b>MA.7.GM.2.a.1</b>	Identify similar polygons.	Attempts to identify polygons.	Identifies polygons.	Identifies similar polygons.
<b>MA.7.GM.3.a.1</b>	When given a real-world situation, determine the appropriate scale.	Identifies a scale in a real-world situation.	Determines the appropriate scale given a visual representation in real-world situation.	Determines the appropriate scale when given a real-world situation.
<b>MA.7.GM.4.a.1</b>	Identify various angles in a real-world situation.	Identifies one angle in a real-world situation.	Identifies some angles in a real-world situation.	Identifies various angles in a real-world situation.
<b>MA.7.GM.5.a.1</b>	Understand the formulas to calculate the area and circumference of a circle.	Recognizes radius, diameter, and circumference of a circle.	Substitutes values from a given circle model into a given formula for area or circumference.	Calculates area or circumference of a circle.
<b>MA.7.GM.6.a.1</b>	Given a model and an equation with all variables given, find the volume of a cylinder.	Recognizes radius and height of a cylinder model.	Substitutes values from a given cylinder model into a given cylinder volume formula.	Finds the volume of a cylinder.
<b>MA.7.GM.7.a.1</b>	Understand surface area and identify it in a real-world situation.	Understands surface area of a cube in a real-world situation, given a net.	Understands surface area in a real-world situation, given a net.	Understands surface area and identifies it in a real-world situation.
<b>Number Sense and Computation</b>				
<b>MA.7.C.1.a.1</b>	Add a positive and negative integer.	Adds positive integers.	Adds positive and negative integers, with positive solutions.	Adds positive and negative integers.

**I AM Performance Level Descriptors (PLDs)  
Grade 7 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.7.C.2.a.1</b>	Subtract positive and negative integers.	Subtracts positive integers with positive solutions.	Subtracts positive integers from negative integers.	Subtracts positive and negative integers.
<b>MA.7.C.2.a.2</b>	Find the distance between two rational numbers on a number line using absolute value.	Locates rational numbers on a number line.	Identifies difference between rational numbers when shown clearly on a given number line.	Finds the distance between two rational numbers on a number line using absolute value.
<b>MA.7.C.3.a.1</b>	Solve multiplication problems with positive and negative integers.	Multiplies one-digit positive integers.	Solves multiplication problems with the same signs.	Solves multiplication problems with positive and negative integers.
<b>MA.7.C.4.a.1</b>	Solve division problems with positive and negative integers.	Divides positive integers representing common multiplication facts.	Solves division problems with the same signs, with no remainder.	Solves division problems with positive and negative integers.
<b>MA.7.C.5.a.1</b>	Determine unit rates given a ratio of lengths, areas, and other quantities measured in like units.	Identifies rates in like units.	Determines unit rates given a ratio of lengths, areas, and other quantities measured in like units.	Determines unit rates given a ratio of lengths, areas, and other quantities measured in like units.
<b>MA.7.C.6.a.1</b>	Use proportions to solve ratio problems.	Identifies ratios and/or proportions.	Completes one step when using proportions to solve ratio problems.	Uses proportions to solve ratio problems.
<b>MA.7.C.6.a.2</b>	Solve word problems involving ratios.	Identifies ratios in word problems.	Completes one step when solving word problems involving ratios.	Solves word problems involving ratios.
<b>MA.7.C.6.a.3</b>	Use proportional relationships to solve multi-step percent problems.	Identifies proportional relationships in a multi-step percent problems.	Uses proportional relationships to solve one step of multi-step percent problems.	Uses proportional relationships to solve multi-step percent problems.
<b>MA.7.C.7.a.1</b>	Compute with rational numbers.	Adds and subtracts decimals to the hundredths place.	Computes with decimal numbers.	Computes with rational numbers.
<b>MA.7.C.8.a.1</b>	Using one operation, solve real-world problems involving rational numbers.	Attempts to use addition to solve real-world problems involving decimals.	Can use addition and subtraction to solve real-world problems involving decimals.	Using one operation, solves real-world problems involving rational numbers.

**I AM Performance Level Descriptors (PLDs)  
Grade 7 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.7.NS.1.a.1</b>	Determine the prime factorization of whole numbers.	Attempts to complete the factorization of a whole number.	Completes the factorization with prime and composite numbers.	Determines the prime factorization of whole numbers.
<b>MA.7.NS.2.a.1</b>	Identify perfect squares.	Identifies perfect squares up to 25.	Identifies perfect squares up to 100.	Identifies perfect squares.
<b>MA.7.NS.3.a.1</b>	Understand the definition of rational and irrational numbers.	Understands parts of the definition of rational and irrational numbers.	Understands parts of the definition of rational and irrational numbers.	Understands the definition of rational and irrational numbers.
<b>MA.7.NS.3.a.2</b>	Order and compare rational and irrational numbers using a number line.	Compares two rational numbers using a number line.	Orders and compares rational numbers using a number line.	Orders and compares rational and irrational numbers using a number line.
Process Standards				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.

**I AM Performance Level Descriptors (PLDs)  
Grade 7 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Algebra and Functions</b>				
<b>MA.8.AF.1.a.1</b>	Solve linear equations with two steps based on real world problems.	Recognizes linear equations.	Solves linear equations with one step.	Solves linear equations with two steps based on real world problems.
<b>MA.8.AF.2.a.1</b>	Recognize when a linear equation has one solution, infinitely many solutions, or no solutions.	Selects a linear equation.	Recognizes when a linear equation has one solution	Recognizes when a linear equation has one solution, infinitely many solutions, or no solutions.
<b>MA.8.AF.3.a.1</b>	Distinguish between functions and non-functions in graphs or tables.	Recognizes graphs and tables.	Recognizes functions and nonfunctions in graphs and tables.	Distinguishes between functions and non-functions in graphs and tables.
<b>MA.8.AF.4.a.1</b>	Given a graph, describe the defining features of a function.	Selects at least one feature of a function.	Given a graph, defines at least one feature of a function.	Given a graph, defines multiple features of a function.
<b>MA.8.AF.4.a.2</b>	Given a verbal situation, identify its corresponding graph.	Given a verbal situation, selects at least one feature of a function.	Given a verbal situation, defines at least one feature of a corresponding graph.	Given a verbal situation, identifies its corresponding graph.
<b>MA.8.AF.4.a.3</b>	Given a line graph of a situation, describe or select its qualitative features.	Identifies a line graph of a given situation.	Given a line graph of a situation, describes or selects a qualitative feature.	Given a line graph of a situation, describes or selects multiple qualitative features.
<b>MA.8.AF.5.a.1</b>	Given multiple representations, describe a function as linear or not linear.	Given a graphic representation, select a function as linear or not linear.	Given multiple representations of the same type, selects a function as linear or not linear.	Given multiple representations (equation, map, graph, table), describes a function as linear or not linear.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.8.AF.6.a.1</b>	Identify the rate of change (slope) and initial value (y-intercept) from graphs.	Identifies the slope as positive or negative.	Selects the slope or y-intercept from graphs (using these terms).	Identifies the rate of change (slope) and initial value (y-intercept) from graphs.
<b>MA.8.AF.7.a.1</b>	Given a table or a graph, compare two linear functions to answer a question about rates.	Given a graph, selects a slope.	Given a table or a graph, determines two individual slopes.	Given a table or a graph, compares two linear functions to answer a question about rates, including simple cases of unit rates.
<b>MA.8.AF.8.a.1</b>	Given a graph, identify the solution to a system of linear equations.	Recognizes the format of an ordered pair.	Given a graph, recognizes an ordered pair, but with the coordinates in the incorrect order.	Given a graph, identifies the solution to a system of linear equations.
<b>Geometry and Measurement</b>				
<b>MA.8.GM.1.a.1</b>	Identify and describe attributes of three-dimensional geometric objects.	Chooses three-dimensional objects given visual clues.	Identifies the attributes of three-dimensional objects.	Identifies and describes the attributes of three-dimensional objects.
<b>MA.8.GM.2.a.1</b>	Apply the formula to find the volume of three-dimensional shapes (e.g., cubes, spheres, and cylinders).	Identifies three-dimensional objects.	Solves a problem using the mathematical formula for volume of at least one shape.	Applies the mathematical formula to find the volume of multiple three-dimensional shapes.
<b>MA.8.GM.3.a.1</b>	Recognize a rotation, reflection, or translation of a figure.	Matches the figures in a plane.	Recognizes either the rotation, reflection, or translation of a figure.	Recognizes a rotation, reflection, or translation of a figure.
<b>MA.8.GM.4.a.1</b>	Describe a sequence of transformations between two congruent figures.	Recognizes congruent figures.	Identifies a sequence of transformations between two congruent figures.	Describes a sequence of transformations between two congruent figures.
<b>MA.8.GM.5.a.1</b>	Describe a sequence of transformations between two similar figures.	Identifies similar figures.	Identifies part of a sequence of transformations between two similar figures.	Describes a sequence of transformations between two similar figures.
<b>MA.8.GM.6.a.1</b>	Describe the effects of transformations on the coordinates of a figure.	Identifies the coordinates of a given figure.	Identifies some part of the effects of transformations on the coordinates of a figure.	Describes the effects of transformations on the coordinates of a figure.



**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA.8.GM.7.a.1</b>	Given the lengths of the sides of a right triangle, determine which one must be the hypotenuse.	Determines the hypotenuse of a right triangle when given the lengths of its sides.	Determines the hypotenuse of a right triangle when given the lengths of its sides.	Determines the hypotenuse of a right triangle when given the lengths of its sides.
<b>MA.8.GM.8.a.1</b>	Apply the Pythagorean Theorem to determine lengths/distances in real-world situations.	Shows relationships between the sides of a triangle.	Attempts to use the Pythagorean Theorem to determine the hypotenuse of a triangle in real-world situations.	Applies the Pythagorean Theorem to determine lengths/distances of all parts of a triangle in real-world situations.
<b>MA.8.GM.8.a.2</b>	Find the hypotenuse of a right triangle using the Pythagorean Theorem.	Identifies the relationships between the sides of a triangle.	Attempts to use the Pythagorean Theorem to answer a question.	Finds the hypotenuse of a right triangle using the Pythagorean Theorem.
<b>MA.8.GM.9.a.1</b>	Apply the Pythagorean Theorem to determine lengths/distances on a coordinate plane.	Attempts to count the length of the legs of the triangle.	Attempts to use the Pythagorean Theorem to answer a problem on the coordinate plane.	Applies the Pythagorean Theorem to determine lengths/distances on a coordinate plane.
<b>Data Analysis, Statistics and Probability</b>				
<b>MA.8.DSP.1.a.1</b>	Graph bivariate data using scatter plots and identify possible associations between the variables.	When graphs are given, selects data when given clear associations and obvious answers.	When graphs are given, selects bivariate data using scatter plots and identifies positive, negative, and no associations between the variables.	Graphs bivariate data using scatter plots and identifies positive, negative, and no associations between the variables.
<b>MA.8.DSP.1.a.2</b>	Using scatter plots, identify data points that appear to be outliers.	Identifies a scatter plot.	Using scatter plots, identifies data points that appear to be obvious outliers by clicking on the correct plot.	Using scatter plots, identifies coordinates and data points that appear to be outliers.
<b>MA.8.DSP.2.a.1</b>	Identify a linear association when analyzing bivariate data on a scatter plot.	Given a linear set of data graphed, identifies the line of best fit.	When given lines, selects a line of best fit.	Identifies a linear association (best fit line equation) when analyzing bivariate data on a scatter plot.
<b>MA.8.DSP.3.a.1</b>	Use the line of best fit to find a point that answers a question about the data.	When given a graph, selects a point from the data.	Uses the line of best fit to find a point, but may not answer a question about the data.	Uses the line of best fit to find a point that answers a question about the data.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.8.DSP.4.a.1</b>	Determine the probability of simple events.	Identifies parts in a probability situation.	Determines the likelihood of an event.	Determines the probability of simple events.
<b>MA.8.DSP.5.a.1</b>	Determine the theoretical probability of multi-stage probability experiments (2 coins, 2 dice).	Identifies parts in a probability situation.	Determines the theoretical probability of each event correctly (2 coins, 2 dice).	Determines the theoretical probability of multi-stage probability experiments (2 coins, 2 dice). Can find probability of each event and multiply correctly.
<b>MA.8.DSP.6.a.1</b>	Use the multiplication counting principle to determine the total number of outcomes.	Correctly counts the total number of samples.	Given a limited number of outcomes, uses the multiplication counting principle to determine the total number of outcomes.	Uses the multiplication counting principle to determine the total number of outcomes.
<b>Number Sense and Computation</b>				
<b>MA.8.C.1.a.1</b>	Solve real-world problems with rational numbers by using two operations.	Identifies rational numbers.	Uses rational numbers to solve one- operation equations.	Uses rational numbers to solve two- operation, real-world problems.
<b>MA.8.C.2.a.1</b>	Perform operations with numbers expressed in scientific notation.	Identifies a number in scientific notation.	Performs a single operation with numbers in scientific notation.	Performs multiple operations with numbers expressed in scientific notation.
<b>MA.8.NS.1.a.1</b>	Identify rational and irrational numbers.	Groups numbers by fractions, decimals, or radicals.	Identifies either rational or irrational numbers.	Identifies rational and irrational numbers.
<b>MA.8.NS.1.a.2</b>	Round real numbers to the hundredths place.	Rounds to the nearest integer.	Identifies the hundredth place and rounds to the nearest tenth.	Rounds real numbers to the hundredths place.
<b>MA.8.NS.2.a.1</b>	Use the estimate of irrational numbers to locate them on a number line.	Identifies rational numbers line on a number line.	Locates irrational numbers on a number line.	Estimates irrational numbers to locate them on a number line.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA.8.NS.3.a.1</b>	Use properties of integer exponents to produce equivalent expressions.	Identifies integer exponents.	Identifies equivalent expressions.	Uses properties of integer exponents to produce equivalent expressions.
<b>MA.8.NS.4.a.1</b>	Solve equations using properties of square roots.	Evaluates radical expressions.	Isolates and solves the basic square root variables in an equation.	Solves equations using properties of square roots.
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.

**I AM Performance Level Descriptors (PLDs)  
Grade 8 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Equations and Inequalities (Linear and Systems)</b>				
<b>MA10.EI.1.a.1</b>	Solve linear equations with integer coefficients using one or two steps.	Substitutes values into a linear equation.	Solves a one-step linear equation.	Solve linear equations with integer coefficients using one or two steps.
<b>MA10.EI.2.a.1</b>	Recognize when a linear equation has one solution, infinitely many solutions, or no solutions.	Identifies concept of a linear equation.	Identifies one solution in linear equation.	Recognizes when a linear equation has one solution, infinitely many solutions, or no solutions.
<b>MA10.EI.3.a.1</b>	Translate a real-world problem into a one-variable linear equation.	Identifies the variable in the real-world problem.	Attempts to translates a real-world problem into a linear equation.	Translates a real-world problem into a one-variable linear equation.
<b>MA10.EI.4.a.1</b>	Represent a real-world situation using a proportion.	Identifies a proportion in the real-world problem.	Attempt to write a proportion from a real-world situation.	Represents a real-world situation using a proportion.
<b>MA10.EI.5.a.1</b>	Identify solutions from the graph of a linear inequality within a real-world problem.	Identifies linear inequality within a real-world problem.	Identifies single solution from the graph of a linear inequality.	Identifies solutions from the graph of a linear inequality within a real-world problem.
<b>MA10.EI.6.a.1</b>	Finds a solution of compound inequalities given a graph.	Graphs inequalities on a number line.	Determines if single solution satisfies inequality conditions.	Finds a solution of compound inequalities given a graph.
<b>MA10.EI.7.a.1</b>	Solves literal equations for a specified variable.	Identifies specified variable.	Solves equations with one variable.	Solves literal equations for specified variable.
<b>MA10.EI.8.a.1</b>	Evaluate the absolute value of an expression.	Identifies expression containing absolute value.	Evaluates expressions.	Evaluates absolute value of an expression.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA10.EI.9.a.1</b>	Identify an absolute value graph.	Identifies absolute value graph.	Identifies absolute value graph.	Identifies absolute value graph.
<b>MA10.SEI.1.a.1</b>	Identify the solution to a system of linear equations given a graph.	Identifies a solution to one equation in the system of equations.	Identifies a labeled point that is a solution to the system of linear equations.	Identifies the coordinates/point of the solution of a system of a linear equation given a graph.
<b>MA10.SEI.2.a.1</b>	Solve a system of linear equations.	Checks a solution in both multiple equations.	Uses elimination method to solve system of linear equation.	Solves a system of linear equations.
<b>MA10.SEI.3.a.1</b>	Choose a system of linear equations that represents a given real-world problem.	Identifies variables when given real world problems.	Chooses a system of linear equations.	Chooses linear equations that represent real world problems.
<b>MA10.SEI.4.a.1</b>	Identify the solution set to a system of inequalities.	Identifies the graphs on the corresponding linear equations.	Identifies a single point in solution set of a system of inequalities.	Chooses the correct solution to a set of inequalities.
<b>Functions (Linear and Non-linear)</b>				
<b>MA10.F.1.a.1</b>	Given multiple representations, describe a function as linear and not linear.	Identifies a function as linear and not linear using one representation.	Identifies a function as linear and not linear using a graph and an equation.	Given multiple representations, describes a function as linear and non linear.
<b>MA10.F.2.a.1</b>	Identify the rate of change (slope) and initial value (y-intercept) from graphs.	Identifies the rate of change (slope) as positive, negative, or constant from graphs.	Identifies either the rate of change (slope) or initial value (y-intercept) from graphs.	Identifies the rate of change (slope) and initial value (y-intercept) from graphs.
<b>MA10.F.4.a.1</b>	Interpret the rate of change using graphical representations of a real-world situation.	Identifies that a rate of change occurred.	Identifies the rate of change using graphical representations of a real-world situation.	Interprets the rate of change using graphical representations of a real-world situation.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA10.F.5.a.1</b>	Describe the attributes of an equation given various forms.	Identifies various forms of an equation.	Describes the attributes of one form of an equation.	Describes the attributes of an equation given various forms.
<b>MA10.F.6.a.1</b>	Given a table or a graph, compare two linear functions to answer a question about rates.	Given a table or a graph, identifies the rate of one linear function.	Given a table or a graph, identifies the rate of both linear functions.	Given a table or graph, compare the rates of two linear functions to answer a question about rates.
<b>MA10.F.7.a.1</b>	Distinguish between functions and non-functions within graphs or tables.	Identifies that a graph is a function.	Distinguish between functions and non-functions given a graph.	Distinguish between functions and non-functions within graphs or tables.
<b>MA10.F.8.a.1</b>	Identify the domain and range from a table or graph.	Identifies the domain or range from a table.	Identifies the domain and range from a table.	Identifies the domain and range from a table or graph.
<b>MA10.F.9.a.1</b>	Given the qualitative features, sketch a graph.	Chooses the graph with the correct extrema (maxima and/or minima).	Chooses the graph with some of the qualitative features.	Chooses the correct graph with all the qualitative features.
<b>MA10.F.9.a.2</b>	Given a sketch, describe and make predictions about the relationship between the variables.	Given a sketch, identifies characteristics of the sketch.	Given a sketch, describes the relationship between the variables.	Given a sketch, describes and make predictions about the relationship between the variables.
<b>MA10.F.9.a.3</b>	Given multiple graphs, describe the defining features of a function.	Given a graph, identifies a feature of a function.	Given a graph, describes some of the defining features of a function.	Given a graph, describes all the defining features of a function.
<b>MA10.F.9.a.4</b>	Given a verbal description, create or identify a graph to model the situation.	Given a verbal description without values, chooses an appropriate linear or quadratic graph.	Given a verbal description with one value, chooses an appropriate graph to represent the given linear or quadratic situation.	Given a verbal description with multiple values, identifies a specific linear or quadratic graph to model the situation.
<b>MA10.F.10.a.1</b>	Interpret statements that use function notation in terms of a context.	Recognize statements that use function notation.	Recognize statements that use function notation in terms of a context.	Interpret statements that use function notation in terms of a context.
<b>MA10.QEEF.1.a.1</b>	Given multiple graphs, describe the function as linear or not linear.	Given a graph, describes the function as linear or not linear.	Given a graph, describes the function as linear or not linear.	Given a graph, describes the function as linear or not linear.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA10.QEEF.2.a.1</b>	Determine if points lie on a graph of an exponential or quadratic function.	Determines if a graph is a quadratic or exponential function.	Determines if an equation is a quadratic or exponential function.	Determines if an equation, graph or table of points are an exponential or quadratic function.
<b>MA10.QEEF.3.a.1</b>	Solve equations using the properties of square roots.	Solves a square root equation with perfect square roots (not exceeding 100).	Solves a square root equation involving non-perfect square roots.	Solves equations using the properties of square roots.
<b>MA10.QEEF.4.a.1</b>	Determine if points lie on a graph of a quadratic function of a real-world situation.	Identifies if a point is a possible solution, given a graph.	Identifies if a point is a possible solution of a quadratic function of a real-world situation.	Determines if points lie on a graph of a quadratic function of a real-world situation.
<b>MA10.QEEF.5.a.1</b>	Describe attributes of a quadratic function in a real-world problem.	Identifies an attribute of a quadratic function.	Describes the attributes of a quadratic function.	Describes the attributes of a quadratic function in a real-world problem.
<b>MA10.QEEF.6.a.1</b>	With a model, answer questions about exponential functions.	Given a model, identifies a feature of an exponential function.	Given a model, identifies features of an exponential function.	Given a model, answer questions about exponential functions.
<b>Geometry and Measurement</b>				
<b>MA10.GM.1.a.1</b>	Identify and describe attributes of three-dimensional geometric objects.	Given a list of attributes, matches to 3-D object.	Identifies attributes of 3-D object.	Identifies and describes attributes of 3-D geometric objects.
<b>MA10.GM.2.a.1</b>	Apply the formula to find the volume of three-dimensional shapes (e.g., cubes, spheres, and cylinders).	Identifies corresponding formula to find volume of 3-D Shapes from given list.	Substitutes numbers into formula to find volume of three-dimensional shapes.	Applies the formula to find the volume of three-dimensional shapes.
<b>MA10.GM.3.a.1</b>	Describe a sequence of transformations between two congruent figures.	Identifies congruent shapes that have been translated (moved in 1 direction).	Identifies congruent shapes that have been a multiple step transformation.	Describes sequence of transformations between two congruent figures.



**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA10.GM.4.a.1</b>	Describe the effects of transformations on the coordinates of a figure.	Identifies corresponding coordinates that have been translated only.	Identifies corresponding coordinate that have been transformed no more than two times.	Describes the effects of transformation of coordinates of a figure.
<b>MA10.GM.5.a.1</b>	Apply the Pythagorean Theorem to determine lengths/distances in real-world situations.	Given the Pythagorean Theorem and two legs of a triangle, applies with perfect square numbers.	Solves problems with Pythagorean Theorem.	Applies Pythagorean Theorem to determines lengths/distances in real world situations.
<b>MA10.GM.5.a.2</b>	Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem).	Identifies which side of right triangle is hypotenuse.	Given all three side lengths of triangle, determines using the Pythagorean Theorem, if it is a right triangle.	Finds the hypotenuse of a two-dimensional right triangle.
<b>MA10.GM.6.a.1</b>	Apply the Pythagorean Theorem to determine lengths/distances on a coordinate plane.	Compares segment lengths on a coordinate plane.	Given triangle on a coordinate plane, uses Pythagorean Theorem to determines length and distance.	Applies the Pythagorean Theorem to determines lengths/distances on a coordinate plane.
<b>Number Sense and Data Analysis</b>				
<b>MA10.DASP.1.a.1</b>	Graph bivariate data using scatter plots and identify possible associations between the variables.	Identifies bivariate data.	Graphs bivariate data using scatter plots.	Graphs bivariate data using scatter plots and identifies possible associations between the variables.
<b>MA10.DASP.1.a.2</b>	Using scatter plots, identify data points that appear to be outliers.	Identifies a scatter plot.	Using scatter plots, identifies data points; understand data trend.	Using scatter plots, identifies data points that appear to be outliers.
<b>MA10.DASP.2.a.1</b>	Determine the theoretical probability of multi-stage probability experiments (2 coins, 2 dice).	Given the sample space and formula, makes appropriate calculations.	Given the sample space of each individual event, determines the theoretical probability of multi-stage probability experiments.	Determines the theoretical probability of multi-stage probability experiments.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>MA10.DASP.2.a.2</b>	Collect data from multi-stage probability experiments (2 coins, 2 dice).	Recognizes a multi-stage probability experiment.	Collects data from one probability experiment.	Collects data from multi-stage probability experiments.
<b>MA10.DASP.3.a.1</b>	Use the multiplication counting principle to determine the total number of outcomes.	Recognizes that there are multiple outcomes.	Identifies the multiplication counting principle and attempt computation.	Uses the multiplication counting principle to determine the total number of outcomes.
<b>MA10.DASP.4.a.1</b>	Determine whether a sampling method was random or nonrandom.	Understands what a sample size is.	Understands what random and nonrandom sampling is.	Determines whether a sampling method was random or nonrandom.
<b>MA10.DASP.6.a.1</b>	Use the line of best fit to find a point that answers a question about the data.	Determines if a given line of best fit best represents the data.	Writes a line of best fit for the data.	Uses a line of best fit to find a point that answers a question about the data.
<b>MA10.DASP.7.a.1</b>	Interpret a two-way table summarizing data on two categorical variables collected from the same subjects using relative frequencies calculated for rows or columns.	Given pertinent information from a two-way table, calculates appropriately.	Distinguishes independent parts of a two-way table.	Interprets a two-way table summarizing data on two categorical variables collected from the same subjects using relative frequencies calculated for rows or columns.
<b>MA10.NSEC.1.a.1</b>	Identify rational and irrational numbers.	Understands what a rational number is.	Understands the difference between rational and irrational numbers.	Identifies rational and irrational numbers.
<b>MA10.NSEC.1.a.2</b>	Round irrational numbers to the hundredths place.	Rounds to hundredths place.	Identifies numbers as irrational number.	Rounds irrational numbers to the hundredths place.
<b>MA10.NSEC.2.a.1</b>	Use the estimate of irrational numbers to locate them on a number line.	Estimates irrational numbers.	Locates and plots irrational numbers on a number line between two integers.	Uses the estimate of irrational numbers to locate them on a number line to the hundredths place.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>MA10.NSEC.3.a.1</b>	Use properties of integer exponents to produce equivalent expressions.	Simplifies a numerical expression with a single integer exponent.	Identifies properties of integer exponents.	Uses properties of integer exponents to produce equivalent expressions.
<b>MA10.NSEC.6.a.1</b>	Solve real-world problems with rational numbers by using two operations.	Given the operations to solve a real-world problem involving integers, computes problem.	Identifies operations when solving problems requiring two operations with rational numbers.	Solves real-world problems with rational numbers by using two operations.
<b>MA10.NSEC.8.a.1</b>	Simplify numeric exponential expressions in rational form.	Identifies that an exponent is a series of multiplication.	Uses properties of exponents to expand a rational expression to attempt to simplify.	Simplifies numeric exponential expressions in rational form.
<b>MA10.NSEC.9.a.1</b>	Use factoring to find equivalent expressions.	Knows process of factoring numbers.	Identifies that polynomial can be factored.	Uses factoring to find equivalent expressions.
<b>MA10.NSEC.10.a.1</b>	add and subtract polynomials.	Finds a monomial with in a polynomial.	Combines like terms.	Adds and subtracts polynomials.
<b>MA10.NSEC.10.a.2</b>	Multiply polynomials.	Uses distributive property.	Multiplies a polynomial and monomial	Multiplies polynomials.
<b>MA10.NSEC.10.a.3</b>	Divide a polynomial by a monomial.	Divides/simplifies a monomial.	Breaks a polynomial divided by a monomial into a series of individual monomials.	Divides a polynomial by a monomial.
<b>Process Standards</b>				
<b>PS.1</b>	Make sense of problems and persevere in solving them.	Identifies given quantities and unknowns for a given problem.	Identifies what question is asking, relevant or irrelevant information, and can set up solution method.	Makes sense of and solves problems.
<b>PS.2</b>	Reason abstractly and quantitatively.	Represents a problem using numbers and symbols.	Identifies a symbolic expression or equation that represents a problem situation.	Creates symbolic expressions or equations to represent problem situations.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 Mathematics**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>PS.3</b>	Construct viable arguments and critique the reasoning of others.	Identifies clearly invalid arguments, without justification or explanation.	Identifies the flaws in a given argument.	Constructs arguments and justifications for mathematical thinking, and critiques the reasoning of others.
<b>PS.4</b>	Model with mathematics.	Identifies parts of a real-world problem.	Creates a model to represent a real-world problem.	Applies math knowledge to solve real-world problems using a variety of models and representations and reflects to make sure the answer makes sense.
<b>PS.5</b>	Use appropriate tools strategically.	Recognizes familiar mathematic tools.	Uses familiar tools to aid mathematical process.	Uses relevant mathematical tools and external mathematical resources to communicate mathematical ideas.
<b>PS.6</b>	Attend to precision.	Identifies common mathematical definitions.	Uses common mathematical vocabulary to connect or explain simple mathematical concepts.	Communicates correct mathematical language with appropriate precision and context.
<b>PS.7</b>	Look for and make use of structure.	Identifies simple structures.	Identifies the rules for simple numeric and geometric structures, and uses those rules to extend a pattern.	Applies structural classifications and patterns to answer problems in a variety of ways.
<b>PS.8</b>	Look for and express regularity in repeated reasoning.	Identifies simple examples of repeated reasoning or patterns.	Identifies the rules exhibited in repeated reasoning or patterns.	Applies repeated reasoning to develop general methods, rules, and short-cuts for solving mathematical problems.

## I AM Performance Level Descriptors (PLDs) Biology

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Analyzing Data and Mathematical Thinking</b>				
<b>B.3.1.a.1</b>	Explain how given resources (energy, water, oxygen, and minerals) place limits on an ecosystem's population.	Identify limiting resources.	Describe that resources, in general, limit populations.	Evaluate the effect of a specific limited resources on an ecosystem's population.
<b>B.3.2.a.1</b>	Demonstrate how human activities and natural phenomena can change the flow of matter and energy in an ecosystem.	Recognize that human activities or natural events impact an ecosystem.	Identify which human activities and natural events have an impact on the ecosystem.	Demonstrate how human and natural events change the flow of matter and energy. (e.g. overhunting or lava flow have an impact on food chains)
<b>B.3.2.a.2</b>	Identify how human activities and natural phenomena impact the environment and biodiversity of populations in ecosystems.	Recognize that human activities and natural events can change the environment and biodiversity.	Identify human activities or natural events that impact the land and animals.	Match a particular human activity or natural phenomena to the impact on the environment and its biodiversity.
<b>B.3.2.a.3</b>	Describe how human impact on ecosystems can be reduced.	Recognize that some human activities impact ecosystems.	Categorize human activities based on the impacts to ecosystems. (e.g. positive or negative impact)	Explain how to reduce the impact of humans on ecosystems.
<b>B.4.1.a.1</b>	Describe how DNA and chromosomes influence traits passed from parents to offspring.	Recognize that parents and offspring share hereditary material.	Recognize that parents pass traits to offspring.	Describe how parents pass hereditary material to offspring. (e.g. May use a Punnett square to show the connection between parents/offspring. May match other visuals to show how an offspring received genetic material)

## I AM Performance Level Descriptors (PLDs) Biology

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>SEPS.3</b>	Planning and conducting investigations	Recognize that an investigation is based on cause and effect. (e.g. students recognize there is a beginning and end to an investigation but don't know the middle parts)	Identify the steps in an investigation.	Evaluate and modify an investigation.
<b>SEPS.4</b>	Analyzing and interpreting data	Identify ways to analyze or interpret data.	Identify an appropriate visual representation given a set of data.	Analyze and interpret given data from a visual representation.
<b>SEPS.5</b>	Using mathematics and computational thinking	Identify the parts of an equation or patterns in data. (e.g. the numbers, the symbols, etc.)	Solve an equation given the information or identify specific data.	Solve an equation or use data to make a prediction of future results
<b>Communicating Explanations and Evaluating Claims Using Evidence</b>				
<b>B.5.1.a.1</b>	Describe how organisms are named and classified (e.g., based on evolutionary relationships and taxonomic categories).	Recognize that there are taxonomic categories in which organisms are categorized.	Identify organisms based on taxonomic categories.	Group organisms based on evolutionary relationships and taxonomic categories.
<b>B.5.4.a.1</b>	Explain the role of natural selection in adaptation of species.	Recognize that species adapt.	Identify the role that natural selection has in the adaptation of species.	Explain the role of natural selection in the adaptation of species.
<b>B.5.4.a.2</b>	Describe how environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and/or (3) the extinction of other species.	Recognize that environmental conditions affect species.	Identify the environmental conditions that can change species populations.	Explain how environmental impacts may include: (1) increases in population size, and (2) the formation or extinction of a species.

## I AM Performance Level Descriptors (PLDs) Biology

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>B.5.5.a.1</b>	Describe the four primary factors affecting evolution: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Recognize that there are factors that affect evolution.	Identify the four factors that affect evolution.	Describe the four primary factors affecting evolution: (1) species populations can increase in size, (2) the species can change, (3) compete for limited resources, and (4) the concept of survival of the fittest.
<b>SEPS.1</b>	Asking questions and defining problems	Recognize that a question can be scientifically tested. (Decide if this question can be scientifically tested - Yes/No)	Identify a question that can be scientifically tested. (Select which of a list of questions is the one that can be scientifically tested)	Generate a question that can be scientifically tested.
<b>SEPS.6</b>	Constructing explanations and designing solutions	Recognize there may be a connection between data and real world solutions	Identify data from an investigation that supports a solution	Connect investigations to the natural world using descriptions from the investigation data in order to design solutions consistent with that data.
<b>SEPS.7</b>	Engaging in argument based on evidence	Identify the evidence that a natural phenomenon occurred.	Select the argument based on evidence that best explains the natural phenomenon.	Use reasoning and argument based evidence to generate the best explanation for natural phenomenon, by comparing and contrasting competing ideas.
<b>SEPS.8</b>	Obtaining, evaluating, and communicating information	Recognize that a variety of methods and tools can be used to obtain information.	Identify which methods and tools can be used to effectively obtain information.	Employ a variety of methods and tools (e.g. diagrams, graphs, and tables) to effectively communicate and obtain information.

## I AM Performance Level Descriptors (PLDs) Biology

Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency	
<b>Using Models to Describe and Explain Structure, Function and Processes</b>				
<b>B.1.1.a.1</b>	Compare and contrast the shape and function of the essential biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids).	Recognize there are macromolecules.	Identify the function of macromolecules.	Group macromolecules based upon their shape and function.
<b>B.1.1.a.2</b>	Describe how chemical elements (i.e., carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfur) can combine to form biomolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids).	Recognize an element.	Recognize that elements make up biomolecules.	Identify elements in a biomolecule from a chemical formula or chemical structure.
<b>B.1.3.a.1</b>	Refer to a model to explain how a cell membrane functions.	Identify a cell membrane in a model.	Label a model to show the movement of materials across a membrane.	Label a model to show that different materials move in different directions. (e.g. wastes go out, food goes in)
<b>B.1.4.a.1</b>	Use a model to describe the specialized structures within cells (i.e. nuclei, ribosomes, Golgi, endoplasmic reticulum).	Recognize that there are specialized structures within a cell.	Identify specialized structures within a cell. (e.g. from a list of structures)	Label a model to identify the specialized structures within the cell.
<b>B.1.5.a.1</b>	Use a model to describe the organization of interacting systems (cell, tissue, organ, organ system) that provide specific functions within multicellular organisms.	Recognize there are levels of organization (cell, tissue, organ, organ system).	Arrange the levels of organization (cell, tissue, organ, organ system) based on levels of complexity	Arrange the levels of organization (cell, tissue, organ, organ system) based on function.
<b>B.2.2.a.1</b>	Use a model to describe how cellular respiration results in a net transfer of energy.	Recognize cells transfer energy.	Recognize that the process of cellular respiration transfers energy.	Label a model to show energy transfer during cellular respiration.



## I AM Performance Level Descriptors (PLDs) Biology

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>B.2.3.a.1</b>	Use visual representations to demonstrate the cycling of matter and flow of energy among organisms in an ecosystem.	Follow the movement of matter and energy through an ecosystem.	Label the movement of matter and energy through an ecosystem.	Illustrate the movement of matter and energy through an ecosystem.
<b>B.2.4.a.1</b>	Describe the role of photosynthesis and cellular respiration in the carbon cycle.	Recognize that photosynthesis and cellular respiration are processes.	Recognize that photosynthesis and cellular respiration are part of the carbon cycle.	Label a model of the carbon cycle with photosynthesis and cellular respiration.
<b>B.4.2.a.1</b>	Explain how the structure of DNA determines the structure of proteins that carry out essential functions of life through systems of specialized cells.	Recognize the structure of DNA (sequence of nucleotides).	Recognize that the structure of DNA (sequence of nucleotides) creates protein.	Describe transcription and translation. (e.g. know the central dogma: DNA --> RNA --> Protein)
<b>B.4.3.a.1</b>	Model the primary structure of protein as determined by the sequence of its amino acids and DNA codes.	Recognize the primary structure of a protein.	Recognize that the primary structure of proteins are amino acids.	Model the steps of transcription and translation using a codon ring. (e.g. DNA --> RNA --> Protein)
<b>B.4.4.a.1</b>	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Recognize that mitosis is a process of cellular division.	Label the model of mitosis.	Use a model to demonstrate the steps of mitosis and define differentiation.
<b>SEPS.2</b>	Developing and using models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.	Recognize that models and tools can be used to explain scientific processes.	Use already developed models and tools to explain scientific processes.	Develop and use models and tools to explain scientific processes.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>Explaining Solutions, Reasoning, and Communicating</b>				
<b>4.ESS.4.a.1</b>	Develop solutions that could be implemented to reduce the impact of humans on the natural environment.	Identify ways humans impact the natural environment.	Recognize solutions that could reduce the impact of humans on the natural environment.	Develop solutions that could be implemented to reduce the impact of humans on the natural environment.
<b>4.ESS.4.a.2</b>	Develop solutions that could be implemented to reduce the impact of the natural environment on humans.	Identify how the natural environment impacts humans.	Recognize solutions that could reduce the impact of the natural environment on humans.	Develop solutions that could be implemented to reduce the impact of the natural environment on humans.
<b>4.LS.2.a.1</b>	Use evidence to explain how a change in the environment can affect a plant or animal's: survival, reproduction, and habitat/relocation.	Identify changes in the environment.	Identify a change in the environment that can affect a plant or animal.	Use evidence to explain how a change in the environment can affect survival, reproduction, and habitat of plants or animals.
<b>4.PS.4.a.1</b>	Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	Identify examples of different forms of energy.	Describe or demonstrate different ways in which energy can be generated.	Describe and investigate the different ways energy can be generated and/or converted from one form to another.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>3-5.CD.2.a.1</b>	Understand the pervasiveness of computers and computing in daily life (e.g., voicemail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems).	Identify objects that use technology.	Recognize items that use and do not use technology.	Recognize the use of technology in a variety of settings or for a variety of purposes.
<b>3-5.DI.5.a.1</b>	Understand the connections between computer science and other fields.	Name occupations that use technology as a tool.	Use pictures or words to match technology to a specific occupation.	Describe how different technologies are used in a variety of occupations.
<b>3-5.IC.3.a.1</b>	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	Distinguish between a fact and an opinion.	Identify reliable and relevant electronic resources.	Construct a list of appropriate electronic resources for a given topic.
<b>3-5.IC.4.a.1</b>	Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, plagiarism and intellectual property).	Identify improper or proper use of computers. (e.g., Dos and Don'ts)	Describe how computers can be used for ethical and unethical purposes.	Distinguish between situations where computer use can be either helpful or harmful. (Ethical and non-ethical)

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>SEPS.6</b>	Constructing explanations and designing solutions	Match solutions to problems.	Recognize that a given problem has more than one solution.	Construct a viable solution for a given problem.
<b>SEPS.7</b>	Engaging in argument based on evidence	Recognize multiple points of view in an argument.	Identify evidence to support a specific argument.	Engage in argument based on evidence.
<b>SEPS.8</b>	Obtaining, evaluating, and communicating information	Identify a variety of ways to communicate information.	Choose the best form of communication for a specific purpose.	Locate and restate information obtained from a source.(e.g. sources can include a passage, graph, table)
<b>Analyzing, Interpreting, and Computational Thinking</b>				
<b>4.ESS.2.a.1</b>	Identify forms of energy and fuels that are derived from natural resources and describe how their uses affect the environment.	Identify natural resources	Identify forms of energy and fuels that derive from natural resources	Identify forms of energy and fuels that are derived from natural resources and describe how their uses affect the environment.
<b>4.LS.3.a.1</b>	Construct an argument that plants have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.	Identify external structures of plants	Recognize that plants in different ecosystems have different structures to support survival. (i.e. internal or external structures)	Describe how internal or external structures of plants function to support survival, growth, behavior, or reproduction in different ecosystems.
<b>4.PS.5.a.1</b>	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Identify different forms of energy	Explain that energy can be transferred from place to place by sound, light, heat, or electric currents.	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, or electric currents.

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>3-5.CD.3.a.1</b>	Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.	Identify hardware or software (i.e. a mouse is hardware, Google Docs is software)	Recognize a problem with the hardware or software	Apply troubleshooting strategies for identifying simple hardware and software problems that may occur during use.
<b>3-5.E.2.a.1</b>	Given multiple reasonable solutions to a problem, determine which solution best meets the criteria and constraints of the problem.	Recognize a problem	Identify reasonable solutions to a problem	Identify reasonable solutions to a problem, determine which solution best meets the criteria and constraints of the problem.
<b>3-5.IC.2.a.1</b>	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.	Identify forms of technology	Identify the impacts of technology on personal life and society.	Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society.
<b>SEPS.4</b>	Analyzing and interpreting data	List (facts) data (i.e. label data points on a graph.)	Read and describe data	Analyze and interpret data
<b>SEPS.5</b>	Using mathematics and computational thinking	Identify a problem	Use mathematics to solve a problem	Use mathematics and computational thinking (pattern recognition)
<b>Questioning and Modeling</b>				
<b>3-5.DI.1.a.1</b>	Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).	Identify the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).	Use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).	Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>3-5.DI.2.a.1</b>	Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.	List an item in an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.	Use an algorithm to solve a problem (e.g., search, sequence of events, or sorting) using computer-free exercises.	Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises. (i.e. students create directions for someone to complete a task.)
<b>3-5.E.1.a.1</b>	Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	Identify a simple problem	Identify a simple problem with the design.	Identify a simple problem with the design of an object that reflects a need or a want.
<b>4.ESS.1.a.1</b>	Investigate how the moon appears to move through the sky and changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	Identify sun and moon	Define day and night	Explain how the moon appears to move through the sky, and changes day to day
<b>3-5.IC.1.a.1</b>	Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.	Recognize inappropriate use of technology	Summarize inappropriate use of technology and the consequences	Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.
<b>3-5.PA.1.a.1</b>	Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem solving and self-directed learning.	Recognize technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools)	Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools)	Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem solving

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>4.PS.1.a.1</b>	Investigate transportation systems and devices that operate on/in land, water, air, and space.	Recognize transportation systems	Explain transportation systems and devices that operate on/in land, water, air, and space.	Compare and Contrast transportation systems and devices that operate on/in land, water, air, and space.
<b>4.PS.1.a.2</b>	Recognize the forces (lift, drag, friction, thrust, and gravity) that affect the motion of transportation systems and devices.	Recognize a force	Recognize that a force affects motion in a transportation system and devices	Recognize the forces (lift, drag, friction, thrust, and gravity) that affect the motion of transportation systems and devices.
<b>SEPS.1</b>	Asking questions and defining problems	Choose a question that addresses a natural world problem	Choose a question that addresses a natural world problem that can be scientifically tested	Choose and refine a question that addresses a natural world problem that can be scientifically tested
<b>SEPS.2</b>	Developing and using models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.	Label a model or use tools correctly (i.e. pencil, paper, ruler, calculator)	Construct a model (i.e. drawing, diagrams) to demonstrate understanding using the correct tools	Develop and use models that illustrate ideas and explanations. Identify and correctly use of tools

**I AM Performance Level Descriptors (PLDs)  
Grade 4 Science**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Investigating</b>				
<b>4.ESS.3.a.1</b>	Describe how geological forces change the shape of the land suddenly and over time.	Identify changes in the land caused by erosion.	Identify types of erosion.	Identify changes caused by erosion that happen quickly or over time.
<b>4.LS.1.a.1</b>	Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another.	Identify parents and their offspring.	Identify similarities and differences between parents and their offspring.	Describe ways offspring are very much, but not exactly, like their parents.
<b>4.LS.1.a.2</b>	Describe how differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.	Match living things to their environment, based on their physical characteristics.	Provide examples of physical characteristics that may be advantageous for survival.	Describe how physical characteristics can help a living thing survive and reproduce.
<b>4.PS.2.a.1</b>	Investigate the relationship of the speed of an object to the energy of that object.	Identify how size, weight, or shape of an object affect its motion.	Identify actions that can change the speed of an object (e.g., pushes and pulls).	Explain the relationship of the speed of an object to the energy of that object.
<b>4.PS.3.a.1</b>	Investigate how multiple simple machines work together to perform everyday tasks.	Identify simple machines.	Select simple machines for everyday tasks.	Identify simple machines in everyday objects or contexts.
<b>3-5.E.3.a.1</b>	Consider results of an investigation, including failure points, and determine which variables affected the outcome.	Identify the variables of an investigation.	Recognize the effect of variables in an investigation.	Identify the variables and failure points that affect the results of an investigation.
<b>3-5.E.3.a.2</b>	Based on the results of investigations, determine whether aspect(s) of a model or prototype can be improved.	Identify whether or not a model needs improvement.	Select ways to improve a model.	Apply the results of investigations to determine which parts of a model or prototype can be improved.
<b>SEPS.3</b>	Planning and conducting investigations	Identify steps in an investigation.	Order the steps in an investigation.	Execute an investigation.



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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Analyzing, Interpreting, and Computational Thinking</b>				
<b>6.ESS.2.a.1</b>	Demonstrate how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the moon.	Recognize that Earth rotates	Identify the movement of the Earth, sun and moon within a model.	Demonstrate how Earth's rotation, revolution, tilt, and interaction with the sun cause seasons, changes in daylight hours
<b>6.LS.1.a.1</b>	Investigate and describe how homeostasis is maintained as living things seek out their basic needs of food, water, shelter, space, and air.	Identify the basic needs of living things.	Identify how living things get their basic needs met in an environment.	Describe how balance is maintained in an environment as living things meet their needs.
<b>6.PS.3.a.1</b>	Describe how potential and kinetic energy can be transferred from one form to another.	Identify different forms of energy	Restate how potential and kinetic energy transfer.	Generate examples of potential and kinetic energy and how energy changes from one form to another.
<b>6–8.CD.2.a.1</b>	Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.	Identify hardware and/or software (i.e., a mouse is hardware; Google Docs is software).	Recognize a problem with the hardware and/or software.	Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.
<b>6–8.DI.1.a.1</b>	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Identify basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>SEPS.3</b>	Planning and conducting investigations	Identify parts of an investigation	Read an investigation	Organize an investigation
<b>Explaining Solutions, Reasoning, and Communicating</b>				
<b>6.PS.4.a.1</b>	Investigate the properties of light, sound, and other energy waves and how they are reflected, absorbed, and transmitted through materials and space.	Identify that light and sound travel in waves.	Identify materials that reflect light or sound waves.	Recognize that light or sound waves can be reflected or absorbed by different materials.
<b>6–8.IC.3.a.1</b>	Determine the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.	Identify facts and opinions.	Identify reliable and relevant electronic resources.	Construct a list of appropriate electronic resources for a given topic.
<b>6–8.NC.2.a.1</b>	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.	Recognize multiple perspectives.	Identify appropriate feedback for a given situation.	Apply appropriate feedback to make improvements.
<b>SEPS.6</b>	Constructing explanations and designing solutions	Match solutions to problems.	Recognize that a given problem has more than one solution.	Develop an appropriate solution for a given problem.
<b>SEPS.7</b>	Engaging in argument based on evidence	Recognize multiple points of view in an argument.	Identify evidence to support a specific argument.	Engage in argument based on evidence.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>SEPS.8</b>	Obtaining, evaluating, and communicating information	Identify ways to communicate information.	Choose the best form of communication for a specific purpose.	Locate and restate information obtained from a source.(e.g., sources can include a passage, graph, table)
<b>Investigating</b>				
<b>6.ESS.3.a.1</b>	Compare and contrast the Earth, its moon, and other planets in the solar system, including comets and asteroids. (Comparisons should be made in regard to size, surface features, atmospheric characteristics, and the ability to support life.)	Identify the physical characteristics of Earth and its moon.	Group objects within the solar system according to their physical characteristics.	Compare physical characteristics of Earth, its moon, and other planets within the solar system.
<b>6.LS.3.a.1</b>	Describe specific relationships (predator/prey, consumer/producer, parasite/host) and symbiotic relationships among organisms.	Identify organisms as predator, prey, consumer, or producer within a given environment.	Classify a variety of organisms according to their relationships within an environment.	Describe the relationships of specific organisms within an environment.
<b>6.LS.4.a.1</b>	Investigate how changes in biotic and abiotic components in a given habitat can be beneficial or detrimental to native plants and animals.	Identify both living and non-living things in an environment.	Identify changes in an environment that can impact both living and non-living things.	Predict the outcome of changes in an environment on living and non-living things.
<b>6.PS.2.a.1</b>	Describe the motion of an object graphically showing the relationship between time and position.	Describe the position of an object.	Identify the direction of a moving object.	Compare objects traveling at different rates.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6–8.IC.1.a.1</b>	Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.	Identify improper or proper use of computers. (e.g., Dos and Don'ts)	Describe how computers can be used for ethical and unethical purposes.	Distinguish between situations where computer use can be either helpful or harmful.
<b>6–8.IC.2.a.1</b>	Identify the positive and negative impacts of technology on one's personal life, society, and our culture.	Identify how technology impacts personal life.	Identify how technology impacts the lives of others.	Identify the positive and negative impacts of technology on one's personal life, society, and our culture.
<b>SEPS.4</b>	Analyzing and interpreting data	Identify information from data.	Identify patterns in data.	Identify data that stands apart.
<b>SEPS.5</b>	Using mathematics and computational thinking	Identify that math can be used in other content areas	Identify ways to use math to make predictions in science.	Identify ways to use math to confirm patterns in science.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>Questioning and Modeling</b>				
<b>6.ESS.1.a.1</b>	Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.	Recognize gravity or inertia	Explain gravity and inertia	Describe the role of gravity and inertia in maintaining the regular and predictable motion of celestial bodies.
<b>6.LS.2.a.1</b>	Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs.	Recognize the parts of photosynthesis (i.e., that plants need sun, water, carbon dioxide)	Identify the process of photosynthesis	Describe the role of photosynthesis in the flow of energy in food chains, energy pyramids, and food webs.
<b>6.PS.1.a.1</b>	Distinguish between the terms position, distance, and displacement, as well as the terms speed and velocity.	Identify a term (position, distance, displacement, speed or velocity)	Explain the terms position, distance, and displacement	Distinguish between the terms position, distance, and displacement, as well as, the terms speed and velocity.
<b>6–8.CD.1.a.1</b>	Demonstrate an understanding of the relationship between hardware and software.	Identify hardware or software (i.e., a mouse is hardware; Google Docs is software)	Identify examples of hardware and software (i.e., a mouse is hardware; Google Docs is software)	Demonstrate an understanding of the relationship between hardware and software.
<b>6–8.DI.3.a.1</b>	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).	Identify a form of data (e.g., graphs, charts, network diagrams, flowcharts).	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers)	Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
<b>6–8.E.1.a.1</b>	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify the criteria of a design	Identify the criteria of a design and constraints to ensure a successful solution	Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>6–8.PA.1.a.1</b>	Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.	Identify tools or technology resources	Apply an appropriate tool or technology resource that supports personal learning	Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.
<b>SEPS.1</b>	Asking questions and defining problems	Pose a question that addresses a natural world problem	Pose a question that addresses a natural world problem that can be scientifically tested	Pose and refine a question that addresses a natural world problem that can be scientifically tested
<b>SEPS.2</b>	Developing and using models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.	Label a model and use tools correctly (i.e., pencil, paper, ruler, calculator, protractor, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools)	Construct a model (i.e., drawing, diagrams, physical replicas, mathematical representations, and analogies) to demonstrate understanding using the correct tools	Develop and use models that illustrate ideas and explanations. Identify and correctly use tools to construct, obtain, and evaluate questions and problems.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Civics and Government History</b>				
<b>5.1.1.a.1</b>	Identify groups of people who settled in North America prior to contact with Europeans.	Recognize that there were people in North America prior to contact with Europeans.	Recognize that groups of people did settle in North America prior to contact with Europeans.	Identify groups of people who settled in North America prior to contact with Europeans.
<b>5.1.5.a.1</b>	Understand that groups of people settled together and formed colonies in order to meet their needs.	Recognize that groups settled together.	Explain that groups settled together and formed colonies.	Explain that groups of people settled together and formed colonies in order to meet their needs.
<b>5.1.6.a.1</b>	Identify that cooperation and conflict existed between Native American Indians and colonists.	Identify a relationship between Native American Indians and colonists.	Identify that conflict existed between Native American Indians and colonists.	Identify that cooperation and conflict existed between Native American Indians and colonists.
<b>5.1.7.a.1</b>	Identify that there were 13 original colonies ruled by the British.	Recognize that there were 13 original colonies.	Identify that there were 13 original colonies ruled by a monarch.	Identify that there were 13 original colonies ruled by the British.
<b>5.1.9.a.1</b>	Understand that Colonists fought the American Revolution against the British and won independence.	Recognize that a war was fought between the Colonists and the British.	Identify that Colonists fought the American Revolution against the British and won.	Explain that Colonists fought the American Revolution against the British and won independence.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.1.10.a.1</b>	Identify that the Declaration of Independence lists the reasons the colonists wanted independence.	Recognize that colonists wanted independence.	Recognize the connection between the Declaration of Independence and independence.	Identify that the Declaration of Independence lists the reasons the colonists wanted independence.
<b>5.1.11.a.1</b>	Identify one major British leader (King George III) and one major American leader (George Washington) of the American Revolutionary War.	Recognize there were leaders in the American Revolution.	Identify key leaders from the American Revolution.	Identify one major British leader and one major American leader of the American Revolutionary War.
<b>5.1.13.a.1</b>	Identify contributions of women and minorities during the American Revolution.	Recognize that women and minorities participated in the American Revolution.	Recognize that women and minorities contributed to the American Revolution.	Identify contributions of women and minorities during the American Revolution.
<b>5.1.14.a.1</b>	Identify that winning the American Revolution resulted in independence for the United States.	Recognize that the United States fought in the American Revolution.	Identify that the United States won the American Revolution.	Identify that winning the American Revolution resulted in independence for the United States.
<b>5.1.15.a.1</b>	Identify that American rights are outlined in the United States Constitution.	Recognize that Americans have rights.	Recognize that American rights are part of the United States Constitution.	Identify that American rights are outlined in the United States Constitution.
<b>5.1.16.a.1</b>	Identify the Bill of Rights as the first 10 amendments to the U.S. Constitution.	Identify the U.S. Constitution has amendments.	Recognize the Bill of Rights is part of the U.S. Constitution.	Identify the Bill of Rights as the first 10 amendments to the U.S. Constitution.
<b>5.1.18.a.1</b>	Interpret timelines showing events that occur in a sequence of time (first, next, and last).	Recognize a timeline shows events.	Recognize timelines show a sequence of events.	Interpret timelines showing events that occur in a sequence of time.



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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.1.19.a.1</b>	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.	Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.
<b>5.1.20.a.1</b>	Examine a historical account about an issue between 1610-1800.	Identify a historical account about an issue between 1610-1800.	Describe a historical account about an issue between 1610-1800.	Examine a historical account about an issue between 1610-1800.
<b>5.1.21.a.1</b>	Examine a historical account about an issue of the Founding Era of the United States.	Identify a historical account about an issue of the Founding Era of the United States.	Describe a historical account about an issue of the Founding Era of the United States.	Examine a historical account about an issue of the Founding Era of the United States.
<b>5.1.22.a.1</b>	Identify important types of early American traditional arts and crafts.	Recognize that early Americans created arts and crafts.	Identify early American traditional arts and crafts.	Identify important types of early American traditional arts and crafts.
<b>5.2.1.a.1</b>	Identify the Preamble as the introduction to the United States Constitution.	Recognize the United States Constitution is divided into parts.	Recognize the United States Constitution has an introduction.	Identify the Preamble as the introduction to the United States Constitution.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.2.2.a.1</b>	Define limited government.	Recognize there are limits to government.	Recognize the definition of limited government.	Define limited government.
<b>5.2.3.a.1</b>	Give examples and explain how the British colonies in America developed government practices.	Recognize that the British colonies in America developed government practices.	Give examples of how the British colonies in America developed government practices.	Give examples and explain how the British colonies in America developed government practices.
<b>5.2.4.a.1</b>	Identify and explain the type of government in the United States of America.	Recognize that the United States has a government.	Identify the type of government in the United States of America.	Identify and explain the type of government in the United States of America.
<b>5.2.5.a.1</b>	Identify that individual rights are guaranteed by the Bill of Rights.	Recognize that individuals have rights.	Recognize that individual rights are in the Bill of Rights.	Identify that individual rights are guaranteed by the Bill of Rights.
<b>5.2.6.a.1</b>	Describe that Americans vote for government leaders during elections.	Recognize that Americans vote during elections.	Recognize that Americans vote for government leaders during elections.	Describe that Americans vote for government leaders during elections.
<b>5.2.7.a.1</b>	Identify the three branches of the United States government and explain the functions of each.	Recognize that the United States government is divided into branches.	Identify the three branches of the United States government.	Identify the three branches of the United States government and explain the functions of each.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.2.8.a.1</b>	Describe that Americans have the responsibility to vote and participate in government.	Recognize that Americans vote.	Recognize that Americans have the responsibility to vote and participate in government.	Describe that Americans have the responsibility to vote and participate in government.
<b>5.2.9.a.1</b>	Explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Identify that citizens have a voice and can create change.	Identify ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	Explain ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
<b>5.2.10.a.1</b>	Use a variety of information resources* to identify contemporary issues that involve civic responsibility, individual rights and the common good. (*information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organization.)	Recognize there are issues that involve civic responsibility, individual rights, and the common good.	Identify contemporary issues that involve civic responsibility, individual rights, and the common good.	Use a variety of information resources to identify contemporary issues that involve civic responsibility, individual rights, and the common good.
<b>5.3.10.a.1</b>	Explain the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts.	Recognize there was a conflict over the use of land by Native American Indians and the European colonists.	Identify the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts.	Explain the conflict over the use of land by Native American Indians and the European colonists using historical maps and other geographic representation/texts.

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	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Economics</b>				
<b>5.4.1.a.1</b>	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.	Identify an example of an economic activity (i.e., an example of trade).	Recognize Native American Indian economic activities that occurred prior to contact with Europeans.	Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans.
<b>5.4.2.a.1</b>	Define market economy and give an example of how colonial and early Americans traded.	Identify an example of how colonial and early Americans traded.	Select the definition of market economy and an example of how colonial and early Americans traded.	Define market economy and give an example of how colonial and early Americans traded.
<b>5.4.3.a.1</b>	List different types of trade barriers*. (* trade barriers: policies that hinder trade such as tariffs, quotas or embargos.)	Identify trade.	Identify a barrier that could hinder trade.	List different types of trade barriers*. (* trade barriers: policies that hinder trade such as tariffs, quotas, or embargos.)
<b>5.4.4.a.1</b>	Describe that society is impacted when people invent and/or change goods.	Identify that inventions impact people.	Identify that society is impacted when people invent and/or change goods.	Describe that society is impacted when people invent and/or change goods.
<b>5.4.5.a.1</b>	Explain why it is important to have education and training to increase productivity.	Identify that education and training are important.	Identify that education and training are important to increasing productivity.	Explain why it is important to have education and training to increase productivity.
<b>5.4.6.a.1</b>	Explain why certain careers are more common in one region than in another.	Identify a career (means of making money).	Identify that certain careers are more common in different regions.	Explain why certain careers are more common in one region than in another.
<b>5.4.7.a.1</b>	Explain how supply and demand impact the buying and selling of different items.	Recognize an example of supply and demand.	Describe supply and demand.	Explain how supply and demand impact the buying and selling of different items.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.4.8.a.1</b>	Compare and contrast how the prices of goods or services impact what people buy.	Identify a good or service.	Recognize that the prices of goods or services impact what people buy.	Compare or contrast how the prices of goods or services impact what people buy.
<b>5.4.9.a.1</b>	Classify different ways people plan how to save and spend their money.	Recognize that people save and spend money.	Recognize different ways that people save and spend their money.	Classify different ways people plan how to save and spend their money.
<b>Geography</b>				
<b>5.1.2.a.1</b>	Examine how early European exploration of North America began on the east coast and expanded west.	Identify the east coast and west coast of North America.	Recognize early European exploration of North America began on the east coast.	Describe how early European exploration of North America began on the east coast and expanded west.
<b>5.3.1.a.1</b>	Demonstrate that places can be precisely located where latitude and longitude lines intersect, and that location can be stated in terms of degrees.	Identify lines as latitude or longitude.	Recognize that places can be precisely located where latitude and longitude lines intersect.	Demonstrate that places can be precisely located where latitude and longitude lines intersect, and that location can be stated in terms of degrees.
<b>5.3.2.a.1</b>	Identify that there are different cultural and physical regions of the United States.	Locate the United States on a map.	Identify that the United States has different physical regions.	Identify that there are different cultural and physical regions of the United States.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.3.3.a.1</b>	Use a map to identify the United States, the state of Indiana and its capital.	Locate the United States on a map.	Locate Indiana on a map.	Identify Indiana as a part of the United States and Indianapolis as the capital on a map.
<b>5.3.4.a.1</b>	Locate Native American Indian and colonial settlements on maps.	Locate Native American Indian and colonial settlements on maps.	Locate Native American Indian and colonial settlements on maps.	Locate Native American Indian and colonial settlements on maps.
<b>5.3.5.a.1</b>	Locate the continental divide in the United States on a map.	Locate the United States on a map.	Locate the continental divide in the United States on a map.	Locate the continental divide in the United States on a map.
<b>5.3.6.a.1</b>	Identify that the United States is made up of different climate regions.	Recognize that climate changes.	Recognize that different places have different climates.	Identify that the United States is made up of different climate regions.
<b>5.3.7.a.1</b>	Identify why it is important for a community to have access to fresh water.	Recognize that fresh water is necessary.	Recognize that a community needs access to fresh water.	Identify why it is important for a community to have access to fresh water.
<b>5.3.8.a.1</b>	Identify how people change the land to meet the needs of the individual or community.	Recognize that land changes.	Recognize that people change land to meet needs.	Identify how people change the land to meet the needs of the individual or community.

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	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>5.3.9.a.1</b>	Summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	Identify agriculture and manufacturing (e.g., farming, factories, assembly line, etc.).	Recognize that agriculture and manufacturing changed over time.	Summarize the ways that agriculture and manufacturing changed between 1600 and 1800.
<b>5.3.11.a.1</b>	Describe how people adapt to variations in the environment (changing housing, clothing, jobs, agricultural practices, etc.) in order to meet their needs.	Match adaptations to needs (e.g., when cold outside, I need a coat).	Identify a way that a person would adapt to a variation in the environment to meet a need.	Describe how people adapt to variations in the environment (changing housing, clothing, jobs, agricultural practices, etc.) in order to meet their needs.
<b>5.3.12.a.1</b>	Describe how specific physical features influenced historical events and movements.	Identify a physical feature that could influence movement.	Recognize that specific physical features influenced historical events and influence movement.	Describe how specific physical features influenced historical events and movements.