



State of Texas Assessments of Academic Readiness (STAAR™) Performance Level Descriptors Grade 4 Reading (English and Spanish)

Performance Level Descriptors

When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can

- Analyze informational text by utilizing multiple text features and organizational patterns to understand the content
- Analyze literary texts by recognizing how one event influences later events in the plot
- Make complex inferences within and between literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can

- Analyze a variety of literary texts by identifying the theme or message, determining the importance of the plot's main events, and recognizing how structural elements affect meaning
- Demonstrate an understanding of informational texts by identifying the author's purpose, summarizing the text to maintain meaning, and recognizing how organizational patterns create explicit and implicit relationships among ideas
- Recognize the logical connections and thematic links between texts representing similar or different genres
- Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence

When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can

- Determine the meaning of unfamiliar, multiple-meaning, and grade-level academic English words using context and roots and affixes
- Determine the order of the plot's main events and describe the interaction of characters in a variety of literary texts
- Use multiple text features to locate information and gain an overview of the content
- Recognize how the author's use of sensory and figurative language creates images and affects meaning

When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can

- Determine the meaning of unfamiliar words using explicit context
- Demonstrate a literal understanding of literary and informational texts
- Make plausible inferences about literary and informational texts

* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.