**State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2**
**Performance Level Descriptors**
**Grade 3 Reading Language Arts**

| Performance Level Descriptors |
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| **When reading texts of increasing complexity,\* students achieving Accomplished Performance can**<br>• Make inferences and use text evidence to support understanding of informational and narrative text, with adult assistance<br>• Describe the main events in literary texts<br>• Identify the author's purpose for writing text<br>• Revise drafts by adding details using pictures or words |
| **When reading texts of increasing complexity,\* students achieving Satisfactory Performance can**<br>• Use illustrations and texts to clarify word meanings<br>• Evaluate details to determine what is most important<br>• Describe main characters in literary texts<br>• Identify declarative sentences that begin with a capital letter and end with a period |
| **When reading texts of increasing complexity,\* students achieving Developing Performance can**<br>• Identify and use words that name categories such as colors, shapes, actions, and locations, with adult assistance<br>• Synthesize information to create new understanding, with adult assistance<br>• Identify main characters in literary texts, with adult assistance<br>• Identify capital letters, with adult assistance |

*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; (2) sentence structures may be more varied and sophisticated; (3) the topic/content may be less familiar or more challenging; and (4) relationships among ideas may require more reasoning and inferential thinking. This applies to text that is read aloud to the student as well as text the student may be able to read independently.

Texas Education Agency
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