



IOWA ENGLISH LANGUAGE ARTS  
PERFORMANCE LEVEL DESCRIPTORS



# General Performance Level Descriptors

**The General Performance Level Descriptors (PLDs) provide descriptions of what students at each performance level *know* and what they *are able to do*. Taken together with Grade- and Content-specific PLDs and threshold scores, they convey the meaning of the ISASP results.**

<b>Advanced</b>	Students performing at the Advanced level demonstrate thorough competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Proficient</b>	Students performing at the Proficient level demonstrate adequate competency over the knowledge, skills, and abilities that meet the requirements for their grade level associated with academic readiness for college and career in the subject area.
<b>Not-Yet-Proficient</b>	Students performing at the not-yet-proficient level have not yet demonstrated the knowledge and skills to be classified as Proficient.

# Using the Performance Level Descriptors

The Iowa English Language Arts Performance Level Descriptors (PLDs) outline a range of skills a Proficient or Advanced student could demonstrate. The descriptors are representative of Proficient and Advanced skills at a given grade but are not meant as an exhaustive list of all possible content that could be assessed on an ISASP English Language Arts form.

Descriptors in the Advanced category include skills a student could demonstrate that go beyond the scope of Proficiency. The categories are cumulative in that an Advanced student should consistently demonstrate the skills within the Proficient category as well as one or more of the skills within the Advanced category.

## Iowa English Language Arts PLDs – Grade 3

	PROFICIENT	ADVANCED
	<i>ISASP English Language Arts Scale Score Range: 398 to 446</i>	<i>ISASP English Language Arts Scale Score Range: 447 to 510</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 3 text. The student can ask and answer questions about a text, retell stories, determine the central message, and describe characters in a story. The student can determine meanings of unknown words and phrases, including nonliteral language, and distinguish point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 3 text. The student can ask and answer complex questions about a text, retell stories, determine and analyze the central message, and describe in depth the characters in a story. The student can determine meanings of advanced words and phrases, including nonliteral language, and distinguish point of view. The student can, in depth, describe and analyze literary elements, text structures, and similar themes or ideas across multiple texts.</p>
Reading: Informational Text	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 3 text. The student can ask and answer questions about a text, determine main ideas, and describe relationships between concepts. The student can determine meanings of unknown general academic and domain-specific words and phrases and distinguish point of view. The student can describe text structures, evaluate arguments and claims, and analyze similar topics across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 3 text. The student can ask and answer complex questions about a text, determine and analyze main ideas, and describe, in depth, the relationships between concepts. The student can determine meanings of advanced academic and domain-specific words and phrases and distinguish point of view. The student can, in depth, describe text structures, evaluate arguments and claims, and analyze in depth similar topics across multiple texts.</p>

Writing

**A typical student at this level:**

can write clear, coherent opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.

**A typical student at this level:**

can write complex opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---

## Iowa English Language Arts PLDs – Grade 4

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 414 to 477</i>	<i>ISASP English Language Arts Scale Score Range: 478 to 540</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 4 text. The student can refer to details to determine what the text says explicitly, make inferences, summarize stories, determine theme, and describe characters in a story. The student can determine meanings of unknown words and phrases, including nonliteral language, and distinguish point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 4 text. The student can refer to details to determine what the text says explicitly, make complex inferences, summarize stories, determine and analyze theme, and describe, in depth, the characters in a story. The student can determine meanings of advanced words and phrases, including nonliteral language, and distinguish point of view. The student can, in depth, describe and analyze literary elements, text structures, and similar themes or ideas across multiple texts.</p>
Reading: Informational Text	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 4 text. The student can refer to details to determine what the text says explicitly, draw inferences, summarize text, determine main ideas, and describe relationships between concepts. The student can determine meanings of unknown general academic and domain-specific words and phrases and distinguish point of view. The student can describe text structures, evaluate arguments and claims, and analyze similar topics across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 4 text. The student can refer to details to determine what the text says explicitly and draw complex inferences, determine and analyze main ideas, and describe, in depth, relationships between concepts. The student can determine meanings of advanced academic and domain-specific words and phrases and distinguish point of view. The student can, in depth, describe text structures, evaluate arguments and claims, and analyze in depth similar topics across multiple texts.</p>

Writing	<p><b>A typical student at this level:</b></p> <p>can write clear, coherent opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.</p>	<p><b>A typical student at this level:</b></p> <p>can write complex opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.</p>
Language	<p><b>A typical student at this level:</b></p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>A typical student at this level:</b></p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.</p>



## Iowa English Language Arts PLDs – Grade 5

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 437 to 512</i>	<i>ISASP English Language Arts Scale Score Range: 513 to 590</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw inferences, summarize stories, determine theme, and describe characters in a story. The student can determine meanings of unknown words and phrases, including nonliteral language, and distinguish point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw complex inferences, summarize stories, determine and analyze theme, and describe, in depth, the characters in a story. The student can determine meanings of advanced words and phrases, including nonliteral language, and distinguish point of view. The student can, in depth, describe and analyze literary elements, text structures, and similar themes or ideas across multiple texts.</p>
Reading: Informational Text	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 5 text. The student can determine what the text says explicitly, draw inferences, summarize text, determine main ideas, and describe relationships between concepts. The student can determine meanings of unknown general academic and domain-specific words and phrases and distinguish point of view. The student can describe text structures, evaluate arguments and claims, and analyze similar topics across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 5 text. The student can determine what the text says explicitly and draw complex inferences, determine and analyze main ideas, and describe in depth the relationships between concepts. The student can determine meanings of advanced academic and domain-specific words and phrases and distinguish point of view. The student can, in depth, describe text structures, evaluate arguments and claims, and analyze in depth similar topics across multiple texts.</p>

Writing	<p><b>A typical student at this level:</b></p> <p>can write clear, coherent opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.</p>	<p><b>A typical student at this level:</b></p> <p>can write complex opinion, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.</p>
Language	<p><b>A typical student at this level:</b></p> <p>can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p><b>A typical student at this level:</b></p> <p>can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.</p>

## Iowa English Language Arts PLDs – Grade 6

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 456 to 540</i>	<i>ISASP English Language Arts Scale Score Range: 541 to 640</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 6 text. The student can determine what the text says explicitly, make inferences, summarize text, determine theme, and analyze how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including figurative language, and analyze the impact of word choice on meaning and tone. The student can explain how an author develops point of view. The student can describe literary elements and text structures, and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 6 text. The student can determine what the text says explicitly, make complex inferences, summarize the text, and analyze, in depth, how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including uncommon figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can explain in depth how an author develops point of view. The student can describe, in depth, literary elements and text structures, and analyze, in depth, similar themes or ideas across multiple texts.</p>

<p>Reading: Informational Text</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 6 text. The student can determine what the text says explicitly, make inferences, summarize text, and determine main ideas. The student can determine meanings of unknown general words and phrases, including figurative and technical language. The student can determine point of view or purpose, explain how it is conveyed, and analyze how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can analyze text structure and integrate information presented in different formats and across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 6 text. The student can determine what the text says explicitly, make complex inferences, thoroughly summarize text, and determine main ideas. The student can determine and analyze meanings of advanced words and phrases, including uncommon figurative and technical language. The student can determine point of view or purpose, explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can trace and evaluate in depth the arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can, in depth, analyze text structures and thoroughly integrate information presented in different formats and across multiple texts.</p>
--	---	--

Writing	<b>A typical student at this level:</b>  can write clear, coherent argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	<b>A typical student at this level:</b>  can write complex argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
---------	--	--

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---

## Iowa English Language Arts PLDs – Grade 7

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 475 to 568</i>	<i>ISASP English Language Arts Scale Score Range: 569 to 680</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 7 text. The student can determine what the text says explicitly, make inferences, objectively summarize text, determine theme, and analyze how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including figurative language, and analyze the impact of word choice on meaning and tone. The student can explain how an author develops point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 7 text. The student can determine what the text says explicitly, make complex inferences, thoroughly and objectively summarize the text, and analyze in depth how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including uncommon figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can explain in depth how an author develops point of view. The student can, in depth, describe literary elements and text structures, and analyze in depth similar themes or ideas across multiple texts.</p>

<p>Reading: Informational Text</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 7 text. The student can determine what the text says explicitly, make inferences, objectively summarize text, and determine main ideas. The student can determine meanings of unknown general words and phrases, including figurative and technical language. The student can determine point of view or purpose, explain how it is conveyed, and analyze how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can analyze text structure and integrate information presented in different formats and across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 7 text. The student can determine what the text says explicitly, make complex inferences, thoroughly and objectively summarize text, and determine main ideas. The student can determine and analyze meanings of advanced words and phrases, including uncommon figurative and technical language. The student can determine point of view or purpose, explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can trace and evaluate in depth the arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can, in depth, analyze text structures and thoroughly integrate information presented in different formats and across multiple texts.</p>
--	---	--



Writing	<b>A typical student at this level:</b>  can write clear, coherent argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	<b>A typical student at this level:</b>  can write complex argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
---------	--	--

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---

## Iowa English Language Arts PLDs – Grade 8

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 494 to 593</i>	<i>ISASP English Language Arts Scale Score Range: 594 to 720</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 8 text. The student can determine what the text says explicitly, make inferences, objectively summarize text, determine theme, and analyze how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including figurative language, and analyze the impact of word choice on meaning and tone. The student can explain how an author develops point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 8 text. The student can determine what the text says explicitly, make complex inferences, thoroughly and objectively summarize the text, and analyze in depth how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including uncommon figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can explain in depth how an author develops point of view. The student can, in depth, describe literary elements and text structures, and analyze in depth similar themes or ideas across multiple texts.</p>

<p>Reading: Informational Text</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 8 text. The student can read closely to determine what the text says explicitly, make inferences, objectively summarize text, determine main ideas, and determine meanings of words and phrases, including figurative and technical language. The student can determine point of view or purpose, explain how it is conveyed, and analyze how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can analyze text structure and integrate information presented in different formats and across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 8 text. The student can read closely to determine what the text says explicitly, make insightful inferences, thoroughly and objectively summarize text, determine main ideas, and determine meanings of unknown words and phrases, including uncommon figurative and technical language, by using contextual clues. The student can determine point of view or purpose, explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can trace and evaluate in depth the arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can, in depth, analyze text structures and thoroughly integrate information presented in different formats and across multiple texts.</p>
--	---	---

Writing	<b>A typical student at this level:</b>  can write clear, coherent argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	<b>A typical student at this level:</b>  can write complex argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
---------	--	--

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---

## Iowa English Language Arts PLDs – Grades 9-10

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Grade 9 - Scale Score Range: 505 to 617 Grade 10 - Scale Score Range: 530 to 641</i>	<i>ISASP English Language Arts Grade 9 - Scale Score Range: 618 to 750 Grade 10 - Scale Score Range: 642 to 780</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grades 9–10 text. The student can determine what the text says explicitly, make inferences, objectively summarize text, determine theme, and analyze how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including figurative language, and analyze the impact of word choice on meaning and tone. The student can explain how an author develops point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grades 9–10 text. The student can determine what the text says explicitly, make complex inferences, thoroughly and objectively summarize the text, and analyze in depth how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including uncommon figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can explain in depth how an author develops point of view. The student can, in depth, describe literary elements and text structures, and analyze in depth similar themes or ideas across multiple texts.</p>

<p>Reading: Informational Text</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grades 9–10 text. The student can read closely to determine what the text says explicitly, make inferences, objectively summarize text, determine main ideas, and determine meanings of words and phrases, including figurative and technical language. The student can determine point of view or purpose, explain how it is conveyed, and analyze how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can analyze text structure and integrate information presented in different formats and across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grades 9–10 text. The student can read closely to determine what the text says explicitly, make insightful inferences, thoroughly and objectively summarize text, determine main ideas, and determine meanings of unknown words and phrases, including uncommon figurative and technical language, by using contextual clues. The student can determine point of view or purpose, explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can trace and evaluate in depth the arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can, in depth, analyze text structures and thoroughly integrate information presented in different formats and across multiple texts.</p>
--	---	---



Writing	<b>A typical student at this level:</b>  can write clear, coherent argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	<b>A typical student at this level:</b>  can write complex argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
---------	--	--

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---

## Iowa English Language Arts PLDs – Grade 11

	<b>PROFICIENT</b>	<b>ADVANCED</b>
	<i>ISASP English Language Arts Scale Score Range: 561 to 659</i>	<i>ISASP English Language Arts Scale Score Range: 660 to 800</i>
Reading: Literature	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 11 text. The student can determine what the text says explicitly, make inferences, objectively summarize text, determine theme, and analyze how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including figurative language, and analyze the impact of word choice on meaning and tone. The student can explain how an author develops point of view. The student can describe literary elements and text structures and analyze similar themes or ideas across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 11 text. The student can determine what the text says explicitly, make complex inferences, thoroughly and objectively summarize the text, and analyze in depth how characters develop over the course of a text. The student can determine meanings of unknown words and phrases, including uncommon figurative language, and analyze thoroughly the impact of word choice on meaning and tone. The student can explain in depth how an author develops point of view. The student can, in depth, describe literary elements and text structures, and analyze in depth similar themes or ideas across multiple texts.</p>

<p>Reading: Informational Text</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 11 text. The student can read closely to determine what the text says explicitly, make inferences, objectively summarize text, determine main ideas, and determine meanings of words and phrases, including figurative and technical language. The student can determine point of view or purpose, explain how it is conveyed, and analyze how key events or ideas are introduced or developed in text. The student can trace and evaluate arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can analyze text structure and integrate information presented in different formats and across multiple texts.</p>	<p><b>A typical student at this level:</b></p> <p>can read and comprehend grade 11 text. The student can read closely to determine what the text says explicitly, make insightful inferences, thoroughly and objectively summarize text, determine main ideas, and determine meanings of unknown words and phrases, including uncommon figurative and technical language, by using contextual clues. The student can determine point of view or purpose, explain in depth how it is conveyed, and analyze in depth how key events or ideas are introduced or developed in text. The student can trace and evaluate in depth the arguments and claims in text, distinguishing claims supported by evidence from those that are not. The student can, in depth, analyze text structures and thoroughly integrate information presented in different formats and across multiple texts.</p>
--	--	--

Writing	<b>A typical student at this level:</b>  can write clear, coherent argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses effective introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student uses relevant information from multiple sources and develops support for his or her writing.	<b>A typical student at this level:</b>  can write complex argument, informative/explanatory, and narrative pieces that are appropriate and organized for task and purpose, and can provide evidence and details relevant to the topic. The student uses sophisticated introductions, conclusions, and transitions. The student uses grade-appropriate language, conventions, and techniques. The student is adept at using relevant information from multiple sources and develops strong support for his or her writing.
---------	--	--

Language	<b>A typical student at this level:</b>  can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make effective choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases.	<b>A typical student at this level:</b>  can demonstrate a comprehensive command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. The student can apply knowledge of language to make strong choices for meaning or style. The student can determine or clarify the meaning of unknown and multiple-meaning words and phrases as well as sophisticated figurative language, word relationships, and nuances in meaning. The student uses grade-appropriate conversational, general academic, and domain-specific words and phrases adeptly.
----------	--	---