DLM® Performance Level Descriptors–ELA: Grade 3

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can attend to and seek objects, identify feeling words, and identify sequences when reading literature and informational text. The student attends to and seeks objects associated with a text by • attending to object characteristics when verbally cued • seeking objects that are absent or are of interest to the student The student identifies feeling words by • identifying personal feelings The student identifies sequences by • noticing new objects • identifying forward sequences from familiar routines When writing, the student • attends to objects, people, or pictures • makes a choice between two objects
Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify details and facts, identify feeling words, and identify text structure when reading literature and informational text. The student identifies details and facts by • identifying concrete details • identifying familiar people, objects, places, or routines • recognizing similar and different physical characteristics of objects • answering who or what questions about familiar texts The student identifies feeling words by • identifying the feelings of characters when explicitly stated The student identifies text structure by • recognizing pictures from familiar texts • recognizing the beginning and end of familiar texts When writing, the student • selects a familiar topic • connects two or more words

At Target	A student who achieves at the **at target** performance level typically can identify details and ideas, demonstrate an understanding of language, identify feelings, and recognize text structure when reading literature and informational text. The student identifies details and ideas by • identifying concrete details • answering who or what questions The student demonstrates an understanding of language by • determining words that complete literal sentences in texts The student identifies feelings by • identifying personal feelings • identifying character feelings The student recognizes text structure by • using basic text features to locate information • recognizing the beginning, middle, and end of familiar texts • identifying common elements in two texts When writing, the student • uses facts and details to write about a topic • expresses more than one idea
Advanced	A student who achieves at the **advanced** performance level typically can recognize details, ideas, and supporting points made by the author; demonstrate an understanding of language; identify feelings; and recognize text structure when reading literature and informational text. The student recognizes details, ideas, and supporting points made by the author by • answering who, what, when, where, or why questions • associating concrete details with events The student demonstrates an understanding of language by • understanding definitions for unambiguous words in texts The student identifies feelings by • relating character feelings to actions The student recognizes text structure by • comparing two texts • using text features to locate information • recognizing the beginning and end of an unfamiliar text When writing, the student • selects an informational topic • includes information from resources to support the topic • expresses complete thoughts

DLM Performance Level Descriptors–ELA: Grade 4

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can indicate objects and identify familiar people, objects, or places when reading literature and informational text. The student identifies familiar people, objects, or places associated with a text by • attending longer to a new object that has been added to a pair of familiar, identical objects • indicating a similar object from a group of two similar objects and one different object • indicating a different object from a group of two identical objects and one different object • indicating familiar people, objects, or places When writing, the student • identifies familiar people, objects, or places • understands object names • understands that letters are used to write words • identifies the first letter of his or her name • recognizes when a letter is uppercase or lowercase
Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify objects associated with a text, identify text elements, and demonstrate an understanding of language when reading literature and informational text. The student identifies objects associated with a text by • naming objects or pictures associated with familiar texts • indicating objects or pictures from named categories The student identifies text elements by • identifying concrete details in a familiar story • identifying character actions • identifying major events in a familiar story The student demonstrates an understanding of language by • identifying words with similar or different meanings • identifying words that describe familiar people, objects, or places from a text When writing, the student • identifies words that describe familiar people, objects, or places • uses letters to create words • demonstrates an understanding of capitalization

At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by - describing characters and their actions - identifying how characters' actions result in consequences - associating events using details - identifying the narrator of a story - identifying the theme of a familiar story The student demonstrates an understanding of language by - selecting appropriate words to complete literal sentences - determining the meaning of unambiguous words in a text - providing real-world connections between words and their use The student identifies text structure by - using pictures or objects related to the text to learn additional information - identifying the main points made in a text - identifying the beginning, middle, and end of a familiar story - determining when two different texts on the same topic make a similar statement When writing, the student - identifies words, facts, details, or other information related to a topic - spells words phonetically using letter-sound knowledge and common spelling patterns - capitalizes the first letter of a sentence

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by • describing characters, settings, and events • using details to answer questions • identifying reasons that support points made in a text • identifying the overall topic of a text The student demonstrates an understanding of language by • determining which words in a text relate to the topic • identifying the meaning of words with that have multiple meanings • identifying words with opposite or similar meanings The student identifies text structure by • identifying elements of a story that change from the beginning to the end • determining if a text provides information about events, gives directions, or provides information on a topic • comparing and contrasting details in texts based on the same topic When writing, the student • provides facts, details, or other information related to the topic • spells words with inflectional endings • uses correct capitalization when writing a title

DLM Performance Level Descriptors–ELA: Grade 5

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can indicate objects and identify familiar people, objects, or places when reading literature and informational text. The student identifies familiar people, objects, or places associated with a text by • identifying an object associated with a familiar routine • communicating his or her preference for an object when asked a yes/no question • interacting with an object in an expected way • indicating objects that are the same • indicating common, physical features of objects • identifying familiar people, objects, and places When writing, the student • identifies words that describe familiar people, objects, or places • makes a choice between two objects • demonstrates an understanding of who, what, when, where, or why questions
Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies objects associated with a text by • indicating objects with a given property The student identifies text elements by • identifying character actions • identifying major events • understanding the relationship among concrete facts or details • identifying the setting of a familiar story The student demonstrates an understanding of language by • identifying words that describe familiar people, objects, or places • identifying real-world uses of words • identifying words with similar or different meanings The student identifies text structure by • identifying objects or illustrations from familiar texts When writing, the student • identifies details related to a personal experience • produces facts and details about a topic

At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by • identifying and comparing characters • identifying details • identifying setting • identifying major events • identifying how characters' actions result in consequences • finding similarities between key details • identifying two points made by the author, how they relate to each other, and reasons that support the points • determining the narrator and narrator's point of view • identifying the theme or main idea The student demonstrates an understanding of language by • using sentence context to identify a missing word • using context clues to determine meaning • determining the meaning of unambiguous words • identifying similar and opposite meanings • understanding that words have multiple meanings • identifying domain-specific words The student identifies text structure by • identifying elements of the story that change from beginning to end • determining if a text tells about events, gives directions, or provides information • using text features to locate information • comparing and contrasting details in two texts When writing, the student • introduces an informational topic • conveys information about the topic • provides facts or details related to the topic

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying key details to contrast characters • identifying specific words that describe what the narrator is thinking • identifying examples that support the points made by the author • identifying the similarities and differences between key details • determining which details contribute to the main idea of a paragraph • identifying details that relate to the theme The student demonstrates an understanding of language by • organizing words semantically • using text context to identify a missing word • understanding multiple-meaning words • understanding the use of word choice to influence the meaning of a text The student identifies text structure by • understanding how the title fits the structure of the text • using text features to locate information • comparing and contrasting the main points of two texts When writing, the student • introduces an informational topic • includes one or more facts or details related to the topic • conveys both ideas and information

DLM Performance Level Descriptors–ELA: Grade 6

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can identify familiar people, objects, places, or routines; demonstrate an understanding of language; and identify text structure when reading literature and informational text.
	The student identifies familiar people, objects, places, or routines associated with a text by
	• identifying familiar people, objects, or places
	• identifying actions in familiar routines
	The student demonstrates an understanding of language by
	• understanding action words
	• using property words to identify familiar objects
	The student identifies text structure by
	• differentiating between text and pictures
	When writing, the student
	• makes a choice between two objects
	• identifies words that describe familiar people, objects, or things
	• identifies the first letter of her or his own name
	• demonstrates an understanding of who, what, when, where, or why questions
	• identifies details about a personally relevant photograph or object
	• uses letters to create words

Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies objects associated with a text by • identifying similar or different objects • identifying objects within a category The student identifies text elements by • identifying characters and their actions • identifying details • identifying setting • identifying major events The student demonstrates an understanding of language by • identifying descriptive words • determining words that complete literal sentences in texts The student identifies text structure by • identifying illustrations from familiar texts When writing, the student • selects a topic • includes one fact about the topic • uses spelling patterns in familiar words to spell new words
At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying character feelings and associated actions • identifying details • identifying events • identifying the narrator The student demonstrates an understanding of language by • identifying words with opposite meanings • identifying real-world uses of words • identifying words with multiple meanings • determining word meaning using context clues The student identifies text structure by • identifying linear parts of a story • understanding the purpose of a text's structure When writing, the student • introduces an informational topic • includes facts and details related to the topic • spells phonetically using letter-sound knowledge and common spelling patterns

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by
	• identifying the relationship between concrete details
	• identifying the main idea
	• identifying details that support the main idea or theme
	• determining explicit and implicit details
	• identifying the feelings and thoughts of the narrator
	• identifying details that defend a claim
	The student demonstrates an understanding of language by
	• understanding words with similar or different meanings
	• understanding the meaning of similes and metaphors
	• associating word choice with textual meaning
	The student identifies text structure by
	• identifying text structure
	• recognizing that titles reflect text structure
	• comparing two texts
	When writing, the student
	• introduces a topic and uses clear organization
	• includes one or more facts or details related to the topic
	• spells words with inflectional endings

DLM Performance Level Descriptors–ELA: Grade 7

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can identify familiar people or objects, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies familiar people or objects associated with a text by • identifying familiar people • understanding the function of objects • anticipating the consequences of a pattern of actions with objects The student demonstrates an understanding of language by • identifying descriptive words • understanding words for absent objects or people The student identifies text structure by • differentiating between text and pictures • matching a picture representation with a real object When writing, the student • makes a choice between two objects • identifies words that describe familiar people, places, things, or events • understands that specific members belong to categories • understands that objects have a function • identifies the first letter in his or her name • demonstrates understanding of who, what, when, where, or why questions • identifies functional words to describe common people, places, objects, or events • draws conclusions based on category knowledge • recognizes the first word to read on a page • uses letters to create words

Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies objects associated with a text by
	• identifying objects within a category
	The student identifies text elements by
	• identifying characters and their feelings that are associated with actions
	• identifying details
	• identifying setting
	• identifying major events
	The student demonstrates an understanding of language by
	• identifying the definition of a word
	• recognizing the literal meaning of a word or phrase
	The student identifies text structure by
	• identifying illustrations from a familiar text
	• identifying the beginning and end of a familiar text
	When writing, the student
	• includes information about a topic
	• strengthens the message of written work by adding more information
	• recognizes domain-specific words in text
	• recognizes end punctuation
	• uses spelling patterns in familiar words to spell new words

At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by • answering explicit questions • identifying key points made in a text • identifying the main idea • identifying the author's point of view The student demonstrates an understanding of language by • using context to identify the meaning of phrases and multiple-meaning words The student identifies text structure by • determining the structure of a text • recognizing that titles reflect text structure and purpose • identifying common elements in two texts on the same subject When writing, the student • introduces an informational topic and conveys ideas and information • provides facts, details, or information related to the topic • selects domain-specific vocabulary • uses end punctuation • spells words phonetically using letter-sound knowledge and common spelling patterns

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies text elements by • identifying a character's response to a challenge • identifying related points in a text • understanding the relationship among individuals, events, or ideas • identifying the author's point of view and purpose for writing the text • identifying events related to the theme of a story The student demonstrates an understanding of language by • understanding the meaning of idioms and figures of speech • determining how word choice persuades or informs The student identifies text structure by • understanding sequencing • understanding how parts of a text affect overall text structure • identifying similarities or differences between two texts When writing, the student • introduces a topic and uses clear organization • includes one or more facts or details related to the topic • uses domain-specific vocabulary • uses commas • spells words with inflectional endings

DLM Performance Level Descriptors–ELA: Grade 8

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can identify familiar people or objects, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies familiar people or objects associated with a text by
	• understanding the function of objects
	• identifying objects associated with a familiar routine or purpose
	• identifying familiar people
	The student demonstrates an understanding of language by
	• identifying descriptive words
	The student identifies text structure by
	• identifying a forward sequence in a familiar routine
	When writing, the student
	• makes a choice between two objects
	• identifies words that describe familiar people, places, things, or events
	• uses single words to communicate
	• identifies when objects belong in a broader category
	• identifies the end of a familiar routine
	• understands who, what, when, where, or why questions
	• identifies perceptual words to describe common people, places, objects, or events
	• produces a two-word message
	• draws conclusions based on category knowledge
	• indicates an ending

Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies objects associated with a text by • identifying objects within a category The student identifies text elements by • understanding personal opinions • identifying character actions • identifying details The student demonstrates an understanding of language by • identifying similar or different meanings of words • identifying the literal meaning of words or phrases The student identifies text structure by • identifying the beginning, middle, and end of a familiar story When writing, the student • includes information about a topic • provides facts, details, or other information related to the topic • connects two or more words • selects domain-specific vocabulary • produces a concluding sentence
At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying a character's response to a challenge • identifying emotional change in characters • identifying the main points of a text • identifying details that support the main ideas • identifying the relationships between details • identifying the author's point of view and purpose for writing a text • identifying theme The student demonstrates an understanding of language by • using context to identify the meaning of multiple-meaning words • determining the meaning of idioms and figures of speech The student identifies text structure by • identifying the structural similarities of two texts When writing, the student • introduces an informational topic and conveys ideas and information • includes one or more facts or details related to the topic • expresses a complete thought • uses domain-specific vocabulary • produces a conclusion

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • associating character actions with their causes • identifying implicit information in a story • identifying events that contribute to the theme The student demonstrates an understanding of language by • determining the connotative meaning of words and phrases • determining the figurative meaning of words and phrases The student identifies text structure by • identifying the structural similarities and differences between two texts When writing, the student • introduces a topic clearly and uses clear organization • uses facts or details to develop a topic • produces grammatically correct simple sentences • uses domain-specific vocabulary to strengthen claims • produces a relevant conclusion

DLM Performance Level Descriptors–ELA: Grades 9–10

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies objects associated with a text by • using property words to identify familiar objects • identifying objects within a category • understanding subgroups of objects within a category The student identifies text elements by • identifying details in a familiar text • understanding personal opinions The student demonstrates an understanding of language by • identifying descriptive words The student identifies text structure by • identifying actions in a familiar routine • identifying the forward sequence in a familiar routine • identifying a sequence of events When writing, the student • responds to yes/no questions • identifies functional words to describe nouns • produces a two-word message • understands that broad categories contain subgroups • identifies the end of a familiar routine • identifies the first letter of her or his own name • identifies a topic and composes a message with one fact • identifies categorical words to describe nouns • connects two or more words • recognizes domain-specific words • indicates an ending • uses letters to create words

Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying characters' feelings in a familiar story • identifying details • answering who or what questions by referring to a text • identifying the main idea • identifying an author's points The student demonstrates an understanding of language by • determining words or phrases that complete literal sentences in texts • identifying words when given their definitions • identifying the meaning of multiple-meaning words The student identifies text structure by • identifying the beginning and end of a story • determining which event comes first in a text When writing, the student • introduces and conveys information about a topic • includes one or more facts or details about a topic • expresses a complete thought • uses domain-specific vocabulary • produces a concluding sentence • represents an initial sound in a word with a letter

At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • determining internal and external character traits • identifying evidence that supports explicit information in a text • identifying the relationships between details • identifying details related to the theme The student demonstrates an understanding of language by • using context to identify missing words • using context to identify the meaning of multiple-meaning words • determining the meaning of idioms and figures of speech • determining the connotative meaning of words and phrases The student identifies text structure by • identifying story elements that change When writing, the student • introduces and writes about a topic clearly • develops a topic with facts or details • produces grammatically correct simple sentences • uses domain-specific vocabulary to strengthen claims • produces a conclusion • spells single-syllable words conventionally and phonetically
Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying how a character changes or develops • identifying inferred information in a text • identifying the evidence for a claim • identifying events that contribute to the theme • summarizing a familiar informative text The student demonstrates an understanding of language by • using semantic clues to identify word meaning • determining the figurative meaning of words and phrases The student identifies text structure by • identifying deviations from chronological order When writing, the student • introduces a topic clearly to convey information • develops a topic by using appropriate information • produces grammatically correct compound sentences • uses academic words in informative writing • produces a relevant conclusion • spells irregular words correctly

Instructionally Embedded Model

Emerging	A student who achieves at the **emerging** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.
	The student identifies objects associated with a text by • identifying objects within a category The student identifies text elements by • identifying concrete details • understanding personal opinions The student demonstrates an understanding of language by • identifying real-world uses of words The student identifies text structure by • identifying actions in a familiar routine When writing, the student • demonstrates an understanding of who, what, where, when, or why questions • identifies functional words to describe nouns • produces a two-word message • draws conclusions based on category knowledge • identifies the end of a familiar routine • identifies the first letter in his or her own name • includes facts and details about a topic • identifies categorical words to describe nouns • connects two or more words together • selects domain-specific vocabulary in topical writing • indicates an ending • uses letters to create words

Approaching the Target	A student who achieves at the **approaching the target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying characters • identifying details • identifying setting • identifying major events • using details from a text to answer questions • identifying the theme The student demonstrates an understanding of language by • understanding similar meanings of words • identifying words when given their definitions The student identifies text structure by • determining which event comes first When writing, the student • introduces and conveys information about a topic • identifies quotes that provide relevant topic information • produces grammatically correct simple sentences • uses domain-specific vocabulary • produces a concluding sentence • represents the initial sound in a word with a letter
At Target	A student who achieves at the **at target** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying two related points • identifying details that defend a claim The student demonstrates an understanding of language by • determining the figurative meaning of words and phrases The student identifies text structure by • identifying the linear parts of a story When writing, the student • introduces a topic clearly to convey information • includes quotes from print sources • produces grammatically correct simple, compound, and complex sentences • uses domain-specific vocabulary to strengthen claims • produces a conclusion • spells single-syllable words conventionally and phonetically

Advanced	A student who achieves at the **advanced** performance level typically can identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text. The student identifies text elements by • identifying how a character changes or develops • identifying events relevant to the theme • summarizing an informational text The student demonstrates an understanding of language by • using context to identify missing words The student identifies text structure by • identifying the order of events in a text • identifying the structure and how it influences meaning When writing, the student • uses clear organization and presentation to write about a topic • develops a topic by using appropriate information • produces grammatically correct compound-complex sentences • uses academic words in informative writing • produces a relevant conclusion • spells irregular words correctly