



State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2
Performance Level Descriptors
Grade 4 Reading Language Arts

Performance Level Descriptors
When reading texts of increasing complexity,* students achieving Accomplished Performance can • Use text to hear or read to clarify the meaning of unfamiliar words • Make inferences and use text evidence to support understanding of informational and narrative text, with adult assistance • Identify the problem and resolution and the importance of setting in literary texts • Identify the author’s purpose for writing text • Identify a complete sentence • Revise drafts by adding details using pictures or words
When reading texts of increasing complexity,* students achieving Satisfactory Performance can • Use illustrations in text to hear or read to clarify meaning of unfamiliar words • Evaluate details to determine what is most important • Identify elements of the plot including setting and main events in literary texts • Identify punctuation marks including period, question mark, and exclamation point
When reading texts of increasing complexity,* students achieving Developing Performance can • Identify and use words that name categories such as textures, sequences, and positions, with adult assistance • Synthesize information to create new understanding, with adult assistance • Identify the main characters and setting in literary text, with adult assistance • Identify a capital letter at the beginning of a sentence, 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.