Level	Basic	Proficient	Advanced
Policy PLD	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		Reading Literature (PAWS)	
		Key Ideas and Details	
Key Details	The **basic** student refers to details and examples when asking and answering questions about the text. RL 4.1	The **proficient** student refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text. RL 4.1	The **advanced** student demonstrates understanding of the text by using supporting details and examples to ask and answer involved questions about the text. RL 4.1
Central Ideas	The **basic** student draws upon simple details from the text to summarize, determine a simple/basic theme, and describe characters and story elements. RL 4.2 and RL 4.3	The **proficient** student draws upon details from the text to summarize, determine a lesson or central message, and explain how story elements and the actions and motivations of characters contribute to the sequence of events. RL 4.2 and RL 4.3	The **advanced** student draws upon specific details from the text to summarize, determine a more complex/implied theme, and describe characters and story elements. RL 4.2 and RL 4.3
		Craft and Structure	
Word Meanings and Language Use	The **basic** student determines the meaning of simple words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4	The **proficient** student determines the meaning of words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4	The **advanced** student determines the intended meaning of complex words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language. RL 4.4
Text Structures and Features	The **basic** student refers to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain major differences between poems, dramas, and prose. RL 4.5	The **proficient** student refers to structural elements of literary genres when writing or speaking about a text to explain major differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). RL 4.5	The **advanced** student refers to structural elements of literary genres when writing or speaking about a text to explain nuanced differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza). RL 4.5
Analysis Within or Across Texts	The **basic** student determines the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6	The **proficient** student compares and contrasts the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6	The **advanced** student compares, contrasts, and analyzes the point of view from which different stories are narrated, including the differences between first- and third-person narrations. RL 4.6

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details and Central Ideas	The **basic** student determines the simple or stated main idea of a text and how text-based details and examples support that main idea when summarizing and drawing sentence- or paragraph-level inferences from the text. RI 4.1 and RI 4.2	The **proficient** student determines the main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences from the text. RI 4.1 and RI 4.2	The **advanced** student determines the implied main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences based on multiple paragraphs or the full text. RI 4.1 and RI 4.2
Central Ideas	The **basic** student uses details to explain a basic/simple/short series of historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3	The **proficient** student uses specific details to explain a series of historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3	The **advanced** student uses specific details to explain a complex series of historical events, central ideas, scientific concepts, or technical procedures in a text. RI 4.3
		Craft and Structure	
Word Meaning and Language Use	The **basic** student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 4.4	The **proficient** student determines the meaning of general academic and domain-specific words and phrases as they are used in a text. RI 4.4	The **advanced** student determines the meaning of complex general academic and domain-specific words and phrases as they are used in a text. RI 4.4
Text Structures and Features	The **basic** student describes the overall structure of simple events, ideas, concepts, or information in a text or part of a text. RI 4.5	The **proficient** student describes the overall structure of events, ideas, concepts, or information in a text or part of a text. RI 4.5	The **advanced** student describes the overall structure of complex events, ideas, concepts, or information in a text or part of a text. RI 4.5
Analysis Within or Across Texts	The **basic** student compares and contrasts different accounts of the same topic or event, describing the basic similarities and differences in focus and information provided. RI 4.6	The **proficient** student compares and contrasts different accounts of the same topic or event, describing the similarities and differences in focus and information provided. RI 4.6	The **advanced** student compares and contrasts different accounts of the same topic or event, describing the subtle or implied similarities and differences in focus and information provided. RI 4.6
		Integration of Knowledge and Ideas (PAWS)	
Text Structures and Features	The **basic** student interprets information presented in diverse but simple formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7	The **proficient** student interprets information presented in diverse formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7	The **advanced** student interprets information presented in diverse and complex formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text. RI 4.7
Reasoning and Evidence	The **basic** student explains how an author uses reasons and evidence to support particular simple/obvious points in the text. RI 4.8	The **proficient** student explains how an author uses reasons and evidence to support particular points in the text. RI 4.8	The **advanced** student explains how an author uses reasons and evidence to support or evaluate particular and subtle points in the text. RI 4.8
Analysis Within or Across Texts	The **basic** student compares and contrasts less complex/simple themes, topics, and patterns of events in stories from different cultures. RL 4.9	The **proficient** student compares and contrasts themes, topics, and patterns of events in stories from different cultures. RL 4.9	The **advanced** student compares and contrasts complex themes, topics, and patterns of events in stories from different cultures. RL 4.9
Analysis Within or Across Texts	The **basic** student attempts to integrate directly stated information presented within and across two texts on the same topic. RI 4.9	The **proficient** student integrates directly stated information presented within and across two texts on the same topic. RI 4.9	The **advanced** student integrates stated or implied information presented within and across two texts on the same topic. RI 4.9

	Language (PAWS)		
Language Use	The **basic** student demonstrates partial use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings. L 4.4 and L 4.4 a, b, and c	The **proficient** student demonstrates use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of words and phrases and words with multiple meanings. L 4.4 and L 4.4 a, b, and c	The **advanced** student demonstrates thorough use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of complex words and phrases and words with multiple meanings. L 4.4 and L 4.4 a, b, and c
Language Use	The **basic** student demonstrates limited understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings. L 4.5 and L 4.5 a, b, and c	The **proficient** student demonstrates understanding of figurative language (simile, metaphor, common idioms, adages, and proverbs), word (antonyms and synonyms), and nuances in word meanings. L 4.5 and L 4.5 a, b, and c	The **advanced** student demonstrates thorough understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and subtle nuances in word meanings. L 4.5 and L 4.5 a, b, and c, and L 5.6
Language Use	The **basic** student accurately uses simple**,** yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6	The **proficient** student accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6	The **advanced** student accurately uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being, as well as those related to a particular topic. L 4.6
	Writing (SAWS)		
	N/A for Grade 4		