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 <b>basic</b> student demonstrates understanding of the text by referring inconsistently to the text to ask and answer questions. RL 3.1	The <b>proficient</b> student demonstrates understanding of the text by referring explicitly to the text to ask and answer questions. RL 3.1	The <b>advanced</b> student demonstrates understanding of the text by referring explicitly and implicitly to the text to ask and answer complex questions about the text. RL 3.1
Central Ideas	The <b>basic</b> student uses simple details from the text to recount stories from diverse cultures, determine a directly stated lesson or central message, and explain how basic/simple story elements and the actions and motivations of characters contribute to the sequence of events. RL 3.2 and RL 3.3	The <b>proficient</b> student uses details from the the text to recount stories from diverse cultures, determine a lesson or central message, and explain how story elements and the actions of characters contribute to the sequence of events. RL 3.2 and RL 3.3	The <b>advanced</b> student uses specific details from the text to recount stories from diverse cultures, determine an inferred lesson or central message, and analyze how story elements and the actions and motivations of characters contribute to the sequence of events. RL 3.2 and RL 3.3
		Craft and Structure	
Word Meanings and Language	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4
Text Structures and Features	The <b>basic</b> student uses simple structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). RL 3.5	The <b>proficient</b> student uses structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). RL 3.5	The <b>advanced</b> student uses increasingly complex structural elements of various literary genres to explain how successive parts of the text build upon one another (e.g., illustrations, chapter scene, stanza). RL3.5
Point of View	The <b>basic</b> student inconsistently distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	The <b>proficient</b> student distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	The <b>advanced</b> student analyzes the distinction between his/her own point of view and that of the narrator or other characters. RL 3.6

Page 2

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details and Central Ideas	The <b>basic</b> student identifies the stated main idea of a text and how text-based details and examples support that main idea when asking and answering simple questions about the text. RI 3.1 and RI 3.2	The <b>proficient</b> student determines the main idea of a text and how text-based details and examples support that main idea when asking and answering questions about the text. RI 3.1 and RI 3.2	The <b>advanced</b> student analyzes the stated and implied main idea of a text and how text-based details and examples support that main idea when asking and answering complex questions about the text. RI 3.1 and RI 3.2
Analysis Within or Across Texts	The <b>basic</b> student uses simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3	The <b>proficient</b> student uses details and language pertaining to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3	The <b>advanced</b> student uses specific details and language pertaining to time, sequence, and cause/effect to describe the stated, implied, or complex relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text. RI 3.3
		Craft and Structure	
Word Meanings	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases. <b>RI 3.4</b>	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including general academic and domain-specific words and phrases. RI 3.4
Text Structures and Features	The <b>basic</b> student uses simple text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). <b>RI 3.5</b>	The <b>proficient</b> student efficiently uses text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5	The <b>advanced</b> student uses increasingly complex text features and search tools to locate understated information within the text relevant to a given topic (e.g., key words, hyperlinks). RI 3.5
Reasoning and Evidence	The <b>basic</b> student inconsistently distinguishes his/her own point of view from that of the author of a text. RI 3.6	The <b>proficient</b> student distinguishes his/her own point of view from that of the author of a text. RI 3.6	The <b>advanced</b> student analyzes the distinction between his/her own point of view and that of the author of a text. RI 3.6
		Integration of Knowledge and Ideas (PAWS)	
Text Structures and Features	The <b>basic</b> student identifies aspects of illustrations that contribute to what is conveyed by the text. <b>RL 3.7</b>	The <b>proficient</b> student describes how aspects of illustrations contribute to what is conveyed by the text. RL 3.7	The <b>advanced</b> student analyzes how aspects of illustrations contribute to what is conveyed by the text. RL 3.7
Text Structures and Features	The <b>basic</b> student uses simple/basic information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	The <b>proficient</b> student uses information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	The <b>advanced</b> student analyzes information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7
Analysis Within or Across Texts	The <b>basic</b> student compares important points and details directly stated within and across multiple texts on the same topic and describes simple, logical connections between sentences and paragraphs in a text. RI 3.8 and RI 3.9	The <b>proficient</b> student compares important points and details presented within and across multiple texts on the same topic and describes logical connections between sentences and paragraphs in a text. RI 3.8 and RI 3.9	The <b>advanced</b> student compares important points and details presented within and across multiple texts on the same topic and describes complex or subtle, logical connections between sentences and paragraphs in a text. RI 3.8 and RI 3.9

Analysis Within or	The <b>basic</b> student identifies simply stated themes,	The proficient student compares and contrasts	The advanced student compares and contrasts multiple
Across Texts	settings, and plots of stories written by the same author	themes, settings, and plots of stories written by the	complex themes, settings, and plots of stories written
	about the same or similar characters (e.g., in books	same author about the same or similar characters	by the same author about the same or similar
	from a series). RL 3.9	(e.g., in books from a series). RL 3.9	characters (e.g., in books from a series). RL 3.9
		Language (PAWS)	
Language Use	The <b>basic</b> student demonstrates limited use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings. L 3.4 a, b, and c	The <b>proficient</b> student demonstrates use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown words, phrases, and words with multiple meanings. L 3.4 a, b, and c	The <b>advanced</b> student demonstrates thorough use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown and complex words, phrases, and words with multiple meanings. L 3.4 a, b, and c
Language Use	The <b>basic</b> student demonstrates limited understanding of word relationships and nuances in word meaning by making simple distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c	The <b>proficient</b> student demonstrates understanding of word relationships and nuances in word meaning by distinguishing between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c	The <b>advanced</b> student demonstrates thorough understanding of word relationships and nuances in word meaning by making subtle distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context. L 3.5 a and c
Language Use	The <b>basic</b> student accurately uses simple, yet grade- appropriate, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6	The <b>proficient</b> student accurately uses grade- appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6	The <b>advanced</b> student accurately uses complex, grade- appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. L 3.6

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.
		Writing (SAWS)	
Write/Revise Brief Texts (Opinion) and Edit/Clarify	<ul> <li>The basic student:</li> <li>Responds to the prompt by attempting to present an opinion.</li> <li>Attempts to offer relevant reasons with few or no details that support the opinion.</li> <li>Organizes response with limited structure and some transition words that inconsistently connect reasons to the opinion.</li> <li>Reveals limited voice or style for intended audience. Uses limited/basic word choice.</li> <li>Uses limited grade-appropriate writing mechanics. Spells common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. W 3.1</li> </ul>	<ul> <li>The proficient student:</li> <li>Responds sufficiently to the topic raised in the prompt by presenting an opinion.</li> <li>Uses relevant reasons with some details that support the opinion.</li> <li>Presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion.</li> <li>Reveals appropriate voice or style for intended audience by using grade-appropriate descriptive word choice.</li> <li>Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types. W 3.1</li> </ul>	<ul> <li>The advanced student:</li> <li>Responds effectively to the topic raised in the prompt by presenting a clear and focused opinion.</li> <li>Offers relevant reasons with specific details that support the opinion.</li> <li>Presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion.</li> <li>Uses engaging voice or style for intended audience by using precise and descriptive word choice.</li> <li>Uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences. W 3.1</li> </ul>

Write / Revise Brief	The <b>basic</b> student:	The <b>proficient</b> student:	The <b>advanced</b> student:
Texts (Informative and	• Responds to the prompt by attempting to present a	<ul> <li>Presents a main idea in response to the topic by</li> </ul>	<ul> <li>Develops a clear and focused main idea in response to</li> </ul>
Narrative) and Edit /	main idea in response to the topic. Partially responds to	using relevant details.	the topic by using relevant and descriptive details.
Clarify	the issue or topic. Uses limited relevant details that	<ul> <li>Develops an organized structure. Groups similar</li> </ul>	• Develops an organized structure. Effectively organizes
	support the topic.	ideas together with a topic sentence.	similar ideas together with a topic sentence.
	• Develops an organized structure. Groups similar ideas	<ul> <li>Demonstrates use of a writing format that</li> </ul>	<ul> <li>Demonstrates use of an effective writing format that</li> </ul>
	together without a topic sentence.	supports the purpose for the writing (e.g., narrative	supports the purpose for the writing (e.g., narrative or
	<ul> <li>Attempts to use appropriate writing format that</li> </ul>	or letter format).	letter format).
	supports the purpose for the writing (e.g., narrative or	<ul> <li>Uses appropriate voice or style for intended</li> </ul>	<ul> <li>Uses engaging voice or style for intended audience.</li> </ul>
	letter format).	audience. Uses personal voice and descriptive words	Uses a variety of descriptive words or phrases.
	<ul> <li>Attempts to use appropriate voice or style for</li> </ul>	or phrases.	<ul> <li>Uses consistent grade-appropriate capitalization,</li> </ul>
	intended audience. Uses limited personal voice and	<ul> <li>Uses mostly grade-appropriate capitalization,</li> </ul>	punctuation, spelling, and standard English grammar
	basic/predictable word choice or repetition of simple	punctuation, spelling, and grade-appropriate	with few errors. Uses varied sentences. W 3.2 and W
	words and phrases.	standard English grammar. Attempts to use varied	3.3
	<ul> <li>Uses limited grade-appropriate writing mechanics.</li> </ul>	sentences. W 3.2 and W 3.3	
	Spells common words correctly and sentences are		
	simple and lack variety. Uses limited grade-appropriate		
	capitalization, punctuation, and standard English		
	grammar. W 3.2 and W 3.3		

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

Language Use

Language Use

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		Language (PAWS)	
	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	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	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
	common idioms, adages, and proverbs), word	figurative language (simile, metaphor, common idioms,	understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs),

	N/A for Grade 4	
	Writing (SAWS)	
words and phrases, including those that signal precise actions, emotions, and states of being, as well as those	words and phrases, including those that signal precise actions, emotions, and states of being, as well as those	The <b>advanced</b> 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
common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious	synonyms), and nuances in word meanings. L 4.5 and L 4.5 a, b, and c	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

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.	understanding and display of the knowledge and skills included in the Wyoming Content and Performance	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.	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	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 <b>basic</b> student quotes from the text when explaining what the text says explicitly. RL 5.1	The <b>proficient</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. RL 5.1	The <b>advanced</b> student quotes accurately from the text when explaining what the text states explicitly, when drawing inferences, and when making connections with other texts. RL 5.1
Central Ideas/ Reasoning and Evidence	The <b>basic</b> student draws upon simple details to summarize text and identifies how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme. RL 5.2	reflects upon a topic to determine a theme. RL 5.2	The <b>advanced</b> student draws upon complex details to summarize text and analyzes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a complex/implied theme. RL 5.2
Central Ideas/ Reasoning and Evidence	The <b>basic</b> student draws upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3	the text to compare and contrast two or more	The <b>advanced</b> student draws upon complex and specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama. RL 5.3
		Craft and Structure	
Word Meanings and Language Use	The <b>basic</b> student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors). RL 5.4

Text Structures and Features	The <b>basic</b> student uses concrete/simple structural elements of various literary genres to identify what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). RL 5.5	The <b>proficient</b> student uses structural elements of various literary genres to explain what is conveyed by words in the text and to explain how successive parts of the text build upon one another (e.g., illustrations, chapter, scene, stanza). RL 5.5	The <b>advanced</b> student analyzes how chapters, scenes, or stanzas of text fit together to provide the overall structure of a text. RL 5.5
Analysis Within or Across Texts	The <b>basic</b> student uses supporting evidence that is directly stated/obvious to determine the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RL 5.6	The <b>proficient</b> student uses supporting textual evidence to explain the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RL 5.6	The <b>advanced</b> student uses supporting textual evidence to analyze the point of view of the author/text as well as to distinguish his/her own point of view from that of the narrator or other characters. RL 5.6
		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details	The <b>basic</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing sentence- or paragraph-level inferences from the text. RI 5.1	The <b>proficient</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text. RI 5.1	The <b>advanced</b> student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text. RI 5.1
Central Ideas	The <b>basic</b> student determines multiple simple or stated main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2	The <b>proficient</b> student determines multiple main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2	The <b>advanced</b> student determines multiple implied main ideas of a text and explains how they are supported by key details and summarizes the text. RI 5.2
Reasoning and Evidence	The <b>basic</b> student uses specific details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	The <b>proficient</b> student uses specific details to explain the relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3	The <b>advanced</b> student uses specific details to explain the implied or more complex relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text. RI 5.3
		Craft and Structure	
Word Meaning and Language Use	The <b>basic</b> student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text. RI 5.4	The <b>proficient</b> student determines the meaning of general academic and domain-specific words and phrases as they are used in a text. RI 5.4	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words and phrases as they are used in a text. <b>RI 5.4</b>
Text Structures and Features	The <b>basic</b> student compares and contrasts overall structure of simple events, ideas, concepts, or information between two or more texts. RI 5.5	The <b>proficient</b> student compares and contrasts overall structure of events, ideas, concepts, or information between two or more texts. RI 5.5	The <b>advanced</b> student compares and contrasts overall structure of complex events, ideas, concepts, or information between two or more texts. RI 5.5

Analysis Within or	The <b>basic</b> student recognizes multiple accounts of the	The <b>proficient</b> student analyzes multiple accounts of	The <b>advanced</b> student analyzes multiple accounts of
Across Texts	same topic or event, noting basic similarities and differences in the point of view represented. RI 5.6		the same topic or event, noting important, implied similarities and differences in the point of view represented. RI 5.6
		Integration of Knowledge and Ideas (PAWS)	
Text Structures and	The <b>basic</b> student draws on information from multiple	The <b>proficient</b> student draws on information from	The <b>advanced</b> student draws on information from
Features	types of sources to demonstrate ability to locate and answer simple questions or solve a basic problem. RI	multiple types of sources to demonstrate ability to locate and answer questions or solve a problem. RI	multiple types of sources to demonstrate ability to locate and answer difficult questions or solve a
	5.7	5.7	complex problem. RI 5.7
Reasoning and	The <b>basic</b> student recognizes how an author uses	The <b>proficient</b> student explains how an author uses	The <b>advanced</b> student analyzes how an author uses
Evidence	reasons and evidence to support particular and	reasons and evidence to support particular points in	reasons and/or evidence to support or evaluate
	simple points in the text, including identifying which	the text, including identifying which reasons and	particular points in the text, including identifying
	reasons and evidence support which point(s). RI 5.8	evidence support which point(s). RI 5.8	which reasons and evidence support which point(s). RI 5.8
Analysis Within or	The <b>basic</b> student identifies similar themes and topics	The <b>proficient</b> student compares and contrasts	The <b>advanced</b> student compares and contrasts
Across Texts	in stories of the same genre. RL 5.9	approaches to similar themes and topics in stories of the same genre. RL 5.9	approaches to complex themes and topics in stories of the same genre. RL 5.9
Analysis Within or	The <b>basic</b> student integrates directly stated	The <b>proficient</b> student integrates information	The <b>advanced</b> student integrates stated and implied
Across Texts	information presented within and across multiple texts on the same topic. RI 5.9	presented within and across multiple texts on the same topic. RI 5.9	information presented within and across multiple texts on the same topic. RI 5.9
		Language (PAWS)	
Language Use	The <b>basic</b> student determines or clarifies the meaning		The <b>advanced</b> student determines or clarifies the
	of unknown, yet simple, multiple-meaning words and	meaning of unknown and multiple-meaning words	meaning of unknown and complex multiple-meaning
	phrases by demonstrating limited use of context clues		words and phrases by demonstrating thorough use of
	and reference materials, as well as grade-appropriate	and reference materials, as well as grade-appropriate	context clues and reference materials, as well as
	Greek and Latin affixes and roots, to help pronounce,	Greek and Latin affixes and roots, to help pronounce,	grade-appropriate Greek and Latin affixes and roots,
	determine, and understand the meanings of simple words and phrases. L 5.4 and L 5.4 a, b, and c	determine, and understand the meanings of words and phrases. L 5.4 and L 5.4 a, b, and c	to help pronounce, determine, and understand the meanings of complex words and phrases. L 5.4 and L5.4 a, b, and c

Language Use	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
	academic and domain-specific words; recognizes,	general academic and domain-specific words;	complex general academic and domain-specific
	interprets, and explains the meaning of simple	recognizes, interprets, and explains the meaning of	words; recognizes, interprets, and explains the
	figurative language in context (e.g., similes,	figurative language in context (e.g., similes,	meaning of complex figurative language (e.g., similes,
	metaphors, common idioms, adages, and proverbs);	metaphors, common idioms, adages, and proverbs);	metaphors, common idioms, adages, and proverbs) in
	uses simple relationships between words as basis for	uses relationships between words as basis for	context; uses abstract relationships between words as
	understanding (e.g., synonyms, antonyms, and	understanding (e.g., synonyms, antonyms, and	basis for understanding (e.g., synonyms, antonyms,
	homographs). L 5.5, L 5.5 a, b, and c, and L 5.6	homographs). L 5.5, L 5.5 a, b, and c, and L 5.6	and homographs). L 5.5, L 5.5 a, b, and c, and L 5.6

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.
		Writing (SAWS)	
Write and Revise Brief Texts (Opinion/ Informative/ Narrative), and Edit/Clarify	<ul> <li>Develops a limited response by including limited and/or irrelevant supporting or descriptive details and may attempt to connect reasons to opinions.</li> <li>Organizes response with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion (or beginning or end). Inconsistently uses topic sentences or transitions between paragraphs.</li> <li>Demonstrates little variation within use of limited or basic word choice; reveals limited voice or style that is appropriate for the intended purpose or audience.</li> <li>Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-</li> </ul>	<ul> <li>The proficient student:</li> <li>Adequately responds to the topic raised in the prompt by presenting an opinion, explanation, or main idea.</li> <li>Develops a response by including relevant supporting or descriptive details (that may support an opinion) in response to the topic.</li> <li>Demonstrates a general progression of ideas, ordered paragraphs that include an introduction,</li> </ul>	The <b>advanced</b> student: • Effectively responds to the topic raised in the prompt by presenting a clear and focused opinion, explanation, or main idea. • Develops a clear and focused opinion/argument/claim, skillfully using clearly related supporting or descriptive details in response to the topic. • Presents a logically organized progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion (or beginning, middle, and end). Skillfully uses topic sentences and transitions within or between paragraphs and skillfully connects reasons to opinions. • Uses precise and sophisticated word choice with consistent voice or style that is appropriate for the intended purpose or audience. • Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences. W 5.1, W 5.2, and W 5.3

Draw Evidence from	The <b>basic</b> student:	The <b>proficient</b> students:	The <b>advanced</b> student:
Informational or	<ul> <li>Attempts to respond to the issue or topic</li> </ul>	• Responds to the issue or topic raised/presented in	<ul> <li>Responds to the issue or topic raised/presented in</li> </ul>
Literary Text,	raised/presented in the text or to the author's	the text or to the author's presentation of the theme,	the text or to the author's presentation of the theme,
Edit/Clarify, and Key	presentation of the theme, plot, or story elements.	plot, or story elements.	plot, or story elements.
Details	<ul> <li>Attempts to develop an organized essay. Uses little</li> </ul>	<ul> <li>Uses some accurate and relevant evidence to</li> </ul>	<ul> <li>Uses accurate and relevant evidence to support the</li> </ul>
(LI/IN Reading)	accurate and relevant evidence to support the	support the response.	response.
	response, and may omit the introduction, body,	<ul> <li>Presents an organization of ideas, including an</li> </ul>	<ul> <li>Presents an effective organization of ideas, including</li> </ul>
	and/or conclusion.	introduction, body, and conclusion. Uses topic	an effective introduction, body, and conclusion.
	<ul> <li>Uses descriptive language. Uses limited voice and</li> </ul>	sentences and varied transitions between paragraphs.	Skillfully uses topic sentences and varied transitions
	basic, predictable language.	• Uses precise and descriptive language to reveal an	between paragraphs.
	• Spells common words correctly. Uses limited grade-	identifiable voice.	<ul> <li>Uses a variety of precise and descriptive language to</li> </ul>
	appropriate writing mechanics, including standard	<ul> <li>Uses grade-appropriate writing mechanics,</li> </ul>	reveal an engaging and identifiable voice.
	English grammar. Seldom uses varied and correct	including spelling and standard English grammar. Uses	<ul> <li>Uses grade-appropriate writing mechanics,</li> </ul>
	sentences. <mark>W 5.9</mark>	varied and mostly correct sentences. W 5.9	including spelling and standard English grammar.
			Consistently uses a variety of correct sentences. W
			5.9

Level	Basic	Proficient	Advanced
Policy PLD		understanding and display of the knowledge and skills	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 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 <b>basic</b> student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text. RL 6.1	-	The <b>advanced</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs and the full text. RL 6.1
Central Ideas and Uses Evidence		The <b>proficient</b> student draws on specific details from the text to objectively summarize text, determine a theme, and explain how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution. RL 6.2 and RL 6.3	The <b>advanced</b> student draws on specific or subtle details from the text to objectively summarize text, determine a complex theme, and analyze how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution. RL 6.2 and RL 6.3
		Craft and Structure	
Word Meanings and Language Use		The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone. RL 6.4	
Text Structures and Features	, 3,	The <b>proficient</b> student analyzes how particular sentences, chapters, scenes, or stanzas fit within the overall structure/format of text and contribute to the theme, setting, or plot. RL 6.5	The <b>advanced</b> student analyzes how particular sentences, chapters, scenes, or stanzas fit within the overall and complex structure/format of text and contribute to the theme, setting, or plot. RL 6.5
Reasoning and Evidence			The <b>advanced</b> student uses textual evidence, including text-based inferences/judgments, to determine the author's point of view or purpose and explains how it is conveyed or developed in the text. RL 6.6

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details	The <b>basic</b> student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text. RI 6.1	The <b>proficient</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions from text. RI 6.1	The <b>advanced</b> student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. RI 6.1
Central Ideas	The <b>basic</b> student determines the stated central idea of a text and how it is conveyed through details; summarizes the text. RI 6.2	The <b>proficient</b> student determines the central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment. RI 6.2	The <b>advanced</b> student determines the implied central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions o judgment. RI 6.2
Analysis Within or	The <b>basic</b> student analyzes how a simple event, idea,	The <b>proficient</b> student analyzes how an event, idea, or	The advanced student analyzes how a complex event,
Across Texts	or key individual is introduced and illustrated in a text.	key individual is introduced, illustrated, and	idea, or key individual is introduced, illustrated, and
	RI 6.3	elaborated in a text. RI 6.3	elaborated in a text. RI 6.3
		Craft and Structure	
Language Use		The <b>proficient</b> student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI 6.4	The <b>advanced</b> student determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI 6.4</b>
Text Structures and	The <b>basic</b> student analyzes how a particular sentence,	The <b>proficient</b> student analyzes how a particular	The <b>advanced</b> student analyzes how a particular
Features	paragraph, chapter, or section fits within the simple	sentence, paragraph, chapter, or section fits within	sentence, paragraph, chapter, or section fits within
	overall structure of text and contributes to the development of stated ideas. RI 6.5	the overall structure of text and contributes to the development of ideas. <b>RI 6.5</b>	the overall structure of text and contributes to the development of stated, as well as implied, ideas. RI 6.5
Analysis Within or	The <b>basic</b> student uses evidence to identify the	The <b>proficient</b> student uses textual evidence to	The <b>advanced</b> student uses textual evidence to
Across Texts	author's point of view or purpose and explains how it is conveyed or developed in the text. RI 6.6	explain the author's point of view or purpose and explains how it is conveyed or developed in the text. RI 6.6	analyze the author's point of view or purpose and explains how it is conveyed or developed in the text. RI 6.6
		Integration of Knowledge and Ideas (PAWS)	
Text Structures and	The <b>basic</b> student integrates information in different	The <b>proficient</b> student integrates information in	The advanced student integrates information in
Features	formats, as well as in words, to develop coherent	different formats, as well as in words, to develop	different formats, as well as in words, to develop
	understanding of a basic topic or issue. RI 6.7	coherent understanding of a topic or issue. RI 6.7	coherent understanding of a complex topic or issue. RI 6.7
Reasoning and	The <b>basic</b> student traces and evaluates simple	The <b>proficient</b> student traces and evaluates	The <b>advanced</b> student traces and evaluates complex
Evidence	arguments and obvious claims in a text; distinguishes	arguments and claims in a text; distinguishes those	arguments and implied claims in a text; distinguishes
	those claims supported by reasons and evidence from	claims supported by reasons and evidence from those	those claims supported by reasons and evidence from
	those that are not. RI 6.8	that are not. RI 6.8	those that are not. RI 6.8
Analysis Within or	The <b>basic</b> student compares and contrasts approaches	The <b>proficient</b> student compares and contrasts	The <b>advanced</b> student compares and contrasts
Across Texts	to less complex/simple themes and topics in texts of	approaches to themes and topics in texts of different	approaches to complex themes and topics in texts of
	different forms and genres. RL 6.9	forms and genres. RL 6.9	different forms and genres. RL 6.9
Analysis Within or	The <b>basic</b> student compares and contrasts one	The <b>proficient</b> student compares and contrasts one	The <b>advanced</b> student compares and comtrasts one
Across Texts	author's presentation of simple events with that of	author's presentation of events with that of another.	author's presentation of complex events with that of
	another. RI 6.9	RI 6.9	another. RI 6.9

		Language (PAWS)	
Language Use	The <b>basic</b> student determines the meaning of	The <b>proficient</b> student determines or clarifies the	The <b>advanced</b> student determines or clarifies the
	unknown simple multiple-meaning words and phrases	meaning of unknown and multiple-meaning words	meaning of unknown and complex multiple-meaning
	by demonstrating limited use of context clues and	and phrases by demonstrating use of context clues	words and phrases by demonstrating thorough use of
	reference materials, as well as grade-appropriate	and reference materials, as well as grade-appropriate	context clues and reference materials, as well as grade
	Greek and Latin affixes and roots to help determine	Greek and Latin affixes and roots, to help determine	appropriate Greek and Latin affixes and roots, to help
	the meanings of simple words and phrases and to	the meanings of words and phrases and to clarify parts	determine the meanings of complex words and
	clarify parts of speech. L 6.4 and L 6.4 a, b, and c	of speech. L 6.4 and L 6.4 a, b, and c	phrases and to clarify parts of speech. L 6.4 and L 6.4
			a, b, and c
Language Use and	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
Language/	academic and domain-specific words, interprets	general academic and domain-specific words,	complex academic and domain-specific words,
Vocabulary Use	simple figures of speech in context, and uses	interprets figures of speech in context, and uses	interprets complex figures of speech in context, and
	relationships between words as a basis for	relationships between words as a basis for	uses relationships between words as a basis for
	understanding, including distinguishing among the	understanding, including distinguishing among the	understanding, including distinguishing among
	obvious connotations of words with similar	connotations of words with similar denotations or	abstract connotations of words with similar
	denotations or shades of meaning (e.g., stingy,	shades of meaning (e.g., stingy, scrimping,	denotations or shades of meaning (e.g., stingy,
	scrimping, economical, thrifty). L 6.5, L 6.5 a, b, and c,	economical, thrifty). L 6.5, L 6.5 a, b, and c, and L 6.6	scrimping, economical, thrifty). L 6.5, L 6.5 a, b, and c,
	and L 6.6		and L 6.6
		Writing (SAWS)	
		N/A for Grade 6	

Level	Basic	Proficient	Advanced
	Marginal academic performance, work approaching,	Satisfactory academic performance indicating a solid	Superior academic performance indicating an in-depth
	but not yet reaching, satisfactory performance,	understanding and display of the knowledge and skills	understanding and exemplary display of the
Policy PLD	indicating partial understanding and limited display of	included in the Wyoming Content and Performance	knowledge and skills included in the Wyoming Content
	the knowledge and skills included in the Wyoming	Standards.	and Performance Standards.
	Content and Performance Standards.		
	The basic student demonstrates partial ability to	The proficient student demonstrates adequate ability	The advanced student demonstrates thorough ability
Text	independently read and comprehend a variety of	to independently read and comprehend a variety of	to independently read and comprehend a variety of
Complexity	literary and informational text of low-to-moderate	literary and informational text of moderate-to-high	literary and informational text of high complexity. The
	complexity. The student reads closely in order to use	complexity. The student reads closely and analytically	student reads closely and analytically and uses textual
Statements	minimal textual evidence to demonstrate critical	in order to use textual evidence to demonstrate critical	evidence effectively to demonstrate complex critical
	thinking.	thinking.	thinking.
		Reading Literature (PAWS) Key Ideas and Details	
Key Details	The <b>basic</b> student cites multiple pieces of textual	The <b>proficient</b> student cites multiple pieces of textual	The <b>advanced</b> student cites multiple pieces of textual
Key Details	evidence to support analysis of what the text says	evidence to support analysis of what the text says	evidence to support analysis of what the text says
	explicitly and when drawing sentence- or paragraph-	explicitly and when drawing inferences from text. RL	explicitly and when drawing inferences based on
	level inferences from text. RL 7.1	7.1	multiple paragraphs or the full text. RL 7.1
Central Ideas	The <b>basic</b> student determines how a simple theme or	The <b>proficient</b> student determines how a theme or	The <b>advanced</b> student analyzes how a complex theme
	central idea develops over the course of the text and	central idea develops over the course of a text and	or central idea develops over the course of a text and
		how literary elements interact; objectively summarizes	how literary elements interact; objectively summarizes
	text. RL 7.2 and RL 7.3	text. RL 7.2 and RL 7.3	text. RL 7.2 and RL 7.3
		Craft and Structure	
Word Meanings and	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
Language Use	words and phrases as they are used in a text, including	words and phrases as they are used in a text, including	complex words and phrases as they are used in a text,
	figurative and connotative meanings, and identifies the	figurative and connotative meanings, and analyzes the	including figurative and connotative meanings, and
	impact of repetitious sound (e.g., rhyme and	impact of repetitious sound (e.g., rhyme and	analyzes the impact of repetitious sound (e.g., rhyme
	alliteration) on a specific stanza of a poem or section of	alliteration) on a specific stanza of a poem or section of	and alliteration) on a specific stanza of a poem or
	a story or drama. RL 7.4	a story or drama. RL 7.4	section of a story or drama. RL 7.4
Text Structures and	The <b>basic</b> student analyzes how the simple form,	The <b>proficient</b> student analyzes how the form,	The <b>advanced</b> student analyzes how the complex form,
Features	structure, or features of a drama or poem contributes	structure, or features of a drama or poem contributes	structure, or features of a drama or poem contributes
	to its meaning (e.g., soliloquy, sonnet). RL 7.5	to its meaning (e.g., soliloquy, sonnet). RL 7.5	to its meaning (e.g., soliloquy, sonnet). RL 7.5
Possoning and	The <b>basis</b> student uses limited evidence to analyze	The <b>proficient</b> student uses evidence to applying here.	The advanced student uses multiple pieces of evidence
Reasoning and Evidence	The <b>basic</b> student uses limited evidence to analyze how the author develops and contrasts the points of	The <b>proficient</b> student uses evidence to analyze how the author develops and contrasts the points of view of	The <b>advanced</b> student uses multiple pieces of evidence
Evidence			
	view of characters and/or the narrator of simple text.	characters and/or the narrator of the text. RL 7.6	points of view of characters and/or the narrator of
	RL 7.6		complex text. RL 7.6

		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details	The <b>basic</b> student cites multiple pieces of textual	The <b>proficient</b> student cites multiple pieces of textual	The <b>advanced</b> student cites multiple pieces of textual
-,	evidence to support analysis of what the text says	evidence to support analysis of what the text says	evidence to support analysis of what the text says
	explicitly and when drawing sentence- or paragraph-	explicitly and when drawing inferences from text. RI	explicitly and when drawing inferences and
	level inferences from text. RI 7.1	7.1	conclusions based on multiple paragraphs or the full
			text. RI 7.1
Central Ideas	The <b>basic</b> student determines two or more stated and	The proficient student determines two or more central	The <b>advanced</b> student determines two or more central
	simple central ideas of a text and analyzes their	ideas of a text and analyzes their development over	ideas (stated and implied) of a text and analyzes their
	development over the course of the text; summarizes	the course of the text; objectively summarizes the text.	development over the course of the text; objectively
	the text. RI 7.2	RI 7.2	summarizes the text. RI 7.2
Analysis Within or	The <b>basic</b> student analyzes simple interractions	The <b>proficient</b> student analyzes the interractions	The <b>advanced</b> student analyzes complex interactions
Across Texts	between individuals, events, and ideas in a text. RI 7.3	between individuals, events, and ideas in a text. RI 7.3	between individuals, events, and ideas in a text. RI 7.3
		Craft and Structure	
Language Use	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
	words and phrases as they are used in a text, including	words and phrases as they are used in a text, including	complex words and phrases as they are used in a text,
	figurative, connotative, and technical meanings, and	figurative, connotative, and technical meanings, and	including figurative, connotative, and technical
	analyzes impact of word choice on meaning and tone.	analyzes impact of word choice on meaning and tone.	meanings, and analyzes impact of word choice on
	RI 7.4	RI 7.4	meaning and tone. RI 7.4
Text Structures and	The <b>basic</b> student analyzes the structure of a simple	The <b>proficient</b> student analyzes the structure of a text	The <b>advanced</b> student analyzes the structure of a
Features	text to explain how major sections contribute to the	to explain how major sections contribute to the whole	complex text to explain how major sections contribute
	whole and to the development of directly stated ideas.	and to the development of ideas. RI 7.5	to the whole and to the development of directly stated
	RI 7.5		and implied ideas. RI 7.5
Reasoning and	The <b>basic</b> student uses textual evidence to identify the	The <b>proficient</b> student uses textual evidence to	The <b>advanced</b> student uses textual evidence to analyze
Evidence	author's point of view or purpose and analyzes how	determine the author's point of view or purpose and	the author's point of view or purpose, as well as how
	the author distinguishes one position from other	analyzes how the author distinguishes one position	the author distinguishes one position from other
	positions. RI 7.6	from other positions. RI 7.6	positions. RI 7.6
		Integration of Knowledge and Ideas (PAWS)	
Reasoning and	The <b>basic</b> student traces and evaluates simple	The <b>proficient</b> student traces and evaluates arguments	The <b>advanced</b> student traces and evaluates complex
Evidence	arguments and claims in a text, assessing whether the	and claims in a text, assessing whether the reasoning is	arguments and claims in a text, assessing whether the
	reasoning is sound and the supporting evidence is	sound and the supporting evidence is relevant and	reasoning is sound and the supporting evidence is
	relevant and sufficient. RI 7.8	sufficient. RI 7.8	relevant and sufficient. RI 7.8
Analysis Within or	The <b>basis</b> student analyzes how authors of fiction use	The proficient student applying how outbors of fiction	The <b>advanced</b> student analyzes how authors of fiction
Analysis within or Across Texts	The <b>basic</b> student analyzes how authors of fiction use or alter history by comparing and contrasting literary	The <b>proficient</b> student analyzes how authors of fiction	
ACTOSS TEXIS		use or alter history by comparing and contrasting	use or alter history by comparing and contrasting
	elements in simple narratives of the same historical	literary elements in narratives of the same historical	literary elements in complex narratives of the same
	period; analyzes or compares how authors of text on	period; analyzes or compares how authors of text on	historical period; analyzes or compares how authors of
	the same simple topic shape their presentations of key	the same topic shape their presentations of key	text on the same complex topic shape their
	information. RL 7.9 and RI 7.9	information. RL 7.9 and RI 7.9	presentations of key information. RL 7.9 and RI 7.9

		Language (PAWS)	
Language Use	The <b>basic</b> student demonstrates limited use of context	The <b>proficient</b> student demonstrates use of context	The <b>advanced</b> student demonstrates thorough use of
	clues and reference materials, as well as grade-	clues and reference materials, as well as grade-	context clues and reference materials, as well as grade-
	appropriate Greek and Latin affixes and roots, to help	appropriate Greek and Latin affixes and roots, to help	appropriate Greek and Latin affixes and roots, to help
	determine the meanings of simple words and phrases,	determine the meanings of words and phrases, to find	determine and understand the meanings of complex
	to find the pronunciation of a word, and to clarify parts	the pronunciation of a word, and to clarify parts of	words and phrases, to find the pronunciation of a
	of speech. L 7.4 a, b, and c	speech. L 7.4 a, b, and c	word, and to clarify parts of speech. L 7.4 a, b, and c
Language Use and	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
Language/Vocabulary	academic and domain-specific words, interprets simple	general academic and domain-specific words,	complex academic and domain-specific words,
Use	figures of speech in context, uses relationships	interprets figures of speech in context, uses	interprets complex figures of speech in context, uses
	between words as a basis for understanding, and	relationships between words as a basis for	relationships between words as a basis for
	distinguishes among the obvious connotations of	understanding, and distinguishes among the	understanding, and distinguishes among the
	words with similar denotations or shades of meaning	connotations of words with similar denotations or	subtle/implied connotations of words with similar
	(e.g., stingy, scrimping, economical, thrifty). L 7.5, L 7.5	shades of meaning (e.g., stingy, scrimping, economical,	denotations or shades of meaning (e.g., stingy,
	a, b, and c, and L 7.6	thrifty). L 7.5, L 7.5 a, b, and c, and L 7.6	scrimping, economical, thrifty). L 7.5, L 7.5 a, b, and c,
			and L 7.6

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.	understanding and display of the knowledge and skills included in the Wyoming Content and Performance	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
		Writing (SAWS)	
Write/Revise Brief	The <b>basic</b> student:	The <b>proficient</b> student:	The <b>advanced</b> student:
Texts (Argumentative,	• Responds to the prompt by attempting to present a	<ul> <li>Adequately responds to the topic raised in the</li> </ul>	<ul> <li>Effectively responds to the topic raised in the prompt</li> </ul>
Informative,	position, problem/solution, or main idea.	prompt by presenting a position, problem/solution, or	by presenting a clear and focused position,
Narrative),	<ul> <li>Attempts to present a position in response to the</li> </ul>	main idea.	problem/solution, or main idea.
Edit/Clarify	prompt by using partially relevant and/or irrelevant	<ul> <li>Demonstrates ability to present a position using</li> </ul>	<ul> <li>Effectively presents a clear and focused position</li> </ul>
	details, reasons, and evidence.	relevant details, examples, reasons, and evidence in	using distinct details with precise reasons and relevant
	<ul> <li>Organizes with limited structure. Uses little reasoning</li> </ul>	response to the prompt.	evidence in response to the prompt.
	or coherence and may omit the introduction or	<ul> <li>Demonstrates a general progression of ideas with</li> </ul>	<ul> <li>Presents a logical and coherent progression of ideas</li> </ul>
	conclusion or may omit the beginning or ending.	ordered paragraphs that include an introduction, body,	in paragraphs that include an elaborated introduction,
	Seldom uses topic sentences or transitions within	and conclusion, or beginning, middle, and end. Uses	body, and conclusion and/or beginning, middle, and
	and/or between paragraphs.	topic sentences and transitions within and/or between	end. Skillfully uses topic sentences and transitions
	<ul> <li>Uses limited or basic word choice. Uses vague or</li> </ul>	paragraphs.	within or between paragraphs.
	basic word choice to reveal limited voice, style, or tone	<ul> <li>Uses precise and descriptive word choice to reveal</li> </ul>	<ul> <li>Uses varied, precise, and descriptive word choice to</li> </ul>
	to the intended purpose or audience.	voice, style, or tone to the intended purpose or	reveal voice, style, or tone to the intended purpose or
	Uses limited grade-appropriate writing mechanics.	audience.	audience.
	Spells common words correctly. Uses limited grade-	• Uses grade-appropriate writing mechanics, including	<ul> <li>Uses sophisticated writing mechanics, including</li> </ul>
	appropriate capitalization, punctuation, and standard	spelling and standard English grammar with few errors.	spelling and standard English grammar with few or no
	English grammar. Seldom uses varied and correct	Uses varied and mostly correct sentences.	errors. Consistently uses a variety of correct sentences.
	sentences. W 7.1, 7.2, and 7.3	W 7.1, W 7.2, and W 7.3	W 7.1, W 7.2, and W 7.3

Draw Evidence from	The <b>basic</b> student:	The <b>proficient</b> students:	The <b>advanced</b> student:
Informational or	• Responds to the issue or topic raised/presented in	• Responds to the issue or topic raised/presented in	<ul> <li>Responds to the issue or topic raised/presented in</li> </ul>
Literary Text,	the text or to the author's presentation of the theme,	the text or to the author's presentation of the theme,	the text or to the author's presentation of the theme,
Edit/Clarify, and Key	plot, or story elements.	plot, or story elements.	plot, or story elements.
Details (LI/IN Reading)	• Uses little accurate and relevant evidence to support	<ul> <li>Uses some accurate and relevant evidence to</li> </ul>	<ul> <li>Uses accurate and relevant evidence to support the</li> </ul>
	the response.	support the response.	response.
	• Attempts to group similar ideas together; presents	<ul> <li>Presents an organization of ideas, including an</li> </ul>	<ul> <li>Presents an effective organization of ideas including</li> </ul>
	an introduction or a conclusion. Lacks consistent use of	introduction, body, and conclusion. Uses topic	an effective introduction, body, and conclusion.
	topic sentences and transitions within and/or between	sentences and varied transitions within and/or	Skillfully uses topic sentences and varied transitions
	paragraphs.	between paragraphs.	within and/or between paragraphs.
	• Uses limited voice and basic/predictable language.	• Uses some precise and descriptive language to reveal	<ul> <li>Uses precise and descriptive language to reveal an</li> </ul>
	<ul> <li>Uses limited grade-appropriate writing mechanics,</li> </ul>	an identifiable voice.	engaging and identifiable voice.
	including standard English grammar. Spells common	• Uses grade-appropriate writing mechanics, including	<ul> <li>Uses sophisticated writing mechanics, including</li> </ul>
	words correctly. Seldom uses varied and correct	spelling and standard English grammar with few errors.	spelling and standard English grammar with few or no
	sentences. W 7.9	Uses varied and mostly correct sentences. W 7.9	errors. Consistently uses a variety of correct sentences.
			W 7.9

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.	understanding and display of the knowledge and skills included in the Wyoming Content and Performance	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.	literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical	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 <b>basic</b> student considers evidence but cites that which supports analysis of what the text says explicitly and when drawing sentence- or paragraph-level inferences from text. RL 8.1	text says explicitly and when drawing inferences from text. RL 8.1	The <b>advanced</b> student considers all evidence but cites that which most strongly supports analysis of what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text. RL 8.1
Central Ideas	The <b>basic</b> student analyzes how a stated theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot. RL 8.2		The <b>advanced</b> student analyzes how an implied theme or central idea develops over the course of the text, including how it relates to the characters, setting, and plot. RL 8.2
Central Ideas	The <b>basic</b> student identifies dialogue or incidents that advance the plot, reveal aspects of characters, or provoke a decision (e.g., explain how an author shows how a character feels, explain how or why an event causes a problem); objectively summarizes simple text. RL 8.3	8.3	The <b>advanced</b> student analyzes how dialogue or incidents advance a complex plot or reveal subtle aspects of characters or provoke a decision (e.g., analyze plot shifts, evaluate how a character changes over the course of the text); objectively summarizes text. RL 8.3

		Craft and Structure	
Word Meanings and	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the meaning of
Language Use	words and phrases as they are used in a text, including	words and phrases as they are used in a text, including	complex words and phrases as they are used in a text,
	figurative and connotative meanings, and analyzes the	figurative and connotative meanings, and analyzes the	including figurative and connotative meanings, and
	impact of word choice on meaning and tone, including	impact of word choice on meaning and tone, including	analyzes the impact of word choice on meaning and
	analogies or allusions to other texts. RL 8.4	analogies or allusions to other texts. RL 8.4	tone, including analogies or allusions to other texts. RL 8.4
Text Structures and	The <b>basic</b> student compares and contrasts the simple	The <b>proficient</b> student compares and contrasts the	The <b>advanced</b> student compares and contrasts the
Features/Analysis	structure, features, and formats of two or more texts	structure, features, and formats of two or more texts	complex structure, features, and formats of two or
Within or Across	and analyzes how the different structure of each text	and analyzes how the different structure of each text	more texts and analyzes how the different structure of
Texts	contributes to its meaning and style. RL 8.5	contributes to its meaning and style. RL 8.5	each text contributes to its meaning and style. RL 8.5
Reasoning and	The <b>basic</b> student identifies how differences in the	The <b>proficient</b> student analyzes how differences in the	The <b>advanced</b> student analyzes how differences in the
Evidence	points of view of the character, audience, or reader	points of view of the character, audience, or reader	points of view of the character, audience, or reader
	create effects (e.g., humor, suspense created through	create effects (e.g., humor, suspense created through	create multiple effects (e.g., humor, suspense created
	dramatic irony). RL 8.6	dramatic irony). <mark>RL 8.6</mark>	through dramatic irony). RL 8.6
		Reading Informational Text (PAWS)	
		Key Ideas and Details	
Key Details	The <b>basic</b> student considers evidence but cites that	The <b>proficient</b> student considers all evidence but cites	The <b>advanced</b> student considers all evidence but cites
	which supports analysis of what the text says explicitly	that which most strongly supports analysis of what the	that which most strongly supports analysis of what the
	and when drawing sentence- or paragraph-level	text says explicitly and when drawing inferences from	text says explicitly and when drawing inferences and
	inferences from text. RI 8.1	text. RI 8.1	conclusions based on multiple paragraphs or the full text. RI 8.1
Central Ideas	The <b>basic</b> student determines the development of a	The <b>proficient</b> student analyzes the development of a	The <b>advanced</b> student analyzes the development of a
	stated central idea over the course of the text,	central idea over the course of the text, including its	stated or implied central idea over the course of the
	including its relationship to other supporting ideas	relationship to other supporting ideas within the text;	text, including its relationship to other supporting ideas
	within the text; summarizes the text. RI 8.2	objectively summarizes the text. RI 8.2	within the text; objectively summarizes the text. RI 8.2
Analysis Within or	The <b>basic</b> student analyzes simple connections among	The <b>proficient</b> student analyzes connections among	The <b>advanced</b> student analyzes complex connections
Across Texts	and distinctions between individuals, events, or ideas in	and distinctions between individuals, events, or ideas in	among and distinctions between individuals, events, or
	a text, including comparisons, analogies, or categories.	a text, including comparisons, analogies, or categories.	ideas in a text, including comparisons, analogies, or

		Craft and Structure	
Language Use	The <b>basic</b> student determines the meaning of simple	The <b>proficient</b> student determines the meaning of	The <b>advanced</b> student determines the intended
	words and phrases as they are used in a text, including	words and phrases as they are used in a text, including	meaning of complex words and phrases as they are
	figurative, connotative, and technical meanings;	figurative, connotative, and technical meanings;	used in a text, including figurative, connotative, and
	analyzes the impact of word choice on meaning and	analyzes the impact of word choice on meaning and	technical meanings; analyzes the impact of word choice
	tone, including analogies and allusions to other texts. RI	tone, including analogies and allusions to other texts. RI	on meaning and tone, including analogies and allusions
	8.4	8.4	to other texts. RI 8.4
Text Structures and	The <b>basic</b> student analyzes the simple structure of a	The <b>proficient</b> student analyzes the structure of a	The <b>advanced</b> student analyzes the complex structure
Features	specific paragraph and the role/impact of sentences in	specific paragraph and the role/impact of sentences in	of a specific paragraph and the role/impact of
	developing and refining basic concepts. RI 8.5	developing and refining key concepts. RI 8.5	sentences in developing and refining advanced
			concepts. <mark>RI 8.5</mark>
Reasoning and	The <b>basic</b> student uses limited textual evidence to	The <b>proficient</b> student uses textual evidence to	The <b>advanced</b> student uses textual evidence to analyze
Evidence	identify the author's point of view or purpose and	determine the author's point of view or purpose and	the author's point of view or purpose, and analyzes
	analyzes how the author acknowledges/responds to	analyzes how the author acknowledges/responds to	how the author acknowledges/responds to conflicting
	conflicting evidence or viewpoints. RI 8.6	conflicting evidence or viewpoints. RI 8.6	evidence or viewpoints. RI 8.6
		Integration of Knowledge and ideas (PAWS)	
Analysis Within or	The <b>basic</b> student provides a limited analysis of how a	The <b>proficient</b> student provides an analysis of how a	The <b>advanced</b> student provides an analysis of how
Across Texts	modern work of fiction draws upon themes, patterns of	modern work of fiction draws upon themes, patterns of	multiple modern works of fiction draws upon themes,
	events, or character types from myths, traditional	events, or character types from myths, traditional	patterns of events, or character types from myths,
	stories, or religious works, including describing how the	stories, or religious works, including describing how the	
	material is rendered new. RL 8.9	material is rendered new. RL 8.9	describing how the material is rendered new. RL 8.9
Reasoning and	The <b>basic</b> student traces and evaluates simple	The <b>proficient</b> student traces and evaluates arguments	The <b>advanced</b> student traces and evaluates complex
Evidence	arguments and claims in a text, assessing whether the	and claims in a text, assessing whether the reasoning is	arguments and claims in a text, assessing whether the
	reasoning is sound and supporting evidence is relevant	sound and supporting evidence is relevant and	reasoning is sound and supporting evidence is relevant
	and sufficient; recognizes irrelevant information. RI 8.8	sufficient; recognizes irrelevant information. RI 8.8	and sufficient; recognizes irrelevant information. RI 8.8
Analysis Within or	The <b>basic</b> student analyzes a situation of conflicting	The <b>proficient</b> student analyzes a situation of	The <b>advanced</b> student analyzes a situation of
Across Texts	information in two or more texts on the same simple	conflicting information in two or more texts on the	conflicting information in two or more texts on the
	topic to identify where the texts disagree on matters of	same topic to identify where the texts disagree on	same complex topic to identify where the texts
	fact or interpretation. RI 8.9	matters of fact or interpretation. RI 8.9	disagree on matters of fact or complex interpretation. RI 8.9

		Language (PAWS)	
Language Use	The <b>basic</b> student demonstrates limited use of context clues and reference materials, as well as grade- appropriate Greek and Latin affixes and roots, to help determine the meanings of simple words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c	The <b>proficient</b> student demonstrates use of context clues and reference materials, as well as grade- appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c	The <b>advanced</b> student demonstrates thorough use of context clues and reference materials, as well as grade- appropriate Greek and Latin affixes and roots, to help determine the meanings of complex words and phrases, to find the pronunciation of a word, and to clarify parts of speech. L 8.4 a, b, and c
Language Use/ Language and Vocabulary Use	The <b>basic</b> student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 8.5 and L 8.5 a, b, and c, and L 8.6	connotations of words with similar denotations or	The <b>advanced</b> student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, uses relationships between words as a basis for understanding, and distinguishes among the implied connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty). L 8.5 and L 8.5 a, b, and c, and L 8.6
	Writing (SAWS)		
		N/A for Grade 8	