ILEARN Performance Level Descriptors (PLDs)
Grade 3 Mathematics

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development, and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student's performance and are used by policymakers and stakeholders to articulate expectations about a state's performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting. The Threshold PLDs will be created by panelists during standard setting in Summer 2019 to help define the threshold for "just barely" meeting the expectation for each performance level.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

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Review this sample from grade 4 which models ways you can use the PLDs to think about the expectations across the continuum of proficiency. The sample provides context around how you could think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Mathematics 4 Standard: 4.AT.3	Identifies that any two factors and their product can be read as a comparison using given models.	Identifies that any two factors and their product can be read as a comparison; represents those comparisons as equations using given models.	Interprets multiplication equations as comparisons; represents verbal comparisons as equations.	Constructs models to represent multiplicative comparisons.
Classroom Implications	The key difference between Below Proficiency and Approaching Proficiency lies in a student's ability to recognize a comparison without models and representing those comparisons as equations with models. When thinking about moving students into Approaching Proficiency, focus on identifying factors and products as comparisons. Then guide students to analyze models of comparisons to write equations.	Students who are Approaching Proficiency can use models to create equations to model multiplicative comparisons, but may not be able to create the equations without models. When moving students into At Proficiency, guide students to consider the verbal multiplicative comparisons as equations without the models.		The main difference between students At Proficiency and Above Proficiency is the student's ability to construct models to represent multiplicative comparisons. When moving students into Above Proficiency, ask students to create visual models to represent the relationship between factors and their products.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Algebraic Thinking and Data Analysis					
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** real-world problems as addition or subtraction.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000 when given models or equations.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000.	**Solves** real-world problems involving addition and subtraction of whole numbers within 1000, including complex situations.
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** real-world problems as multiplication or division.	**Solves** real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities when given models.	**Solves** real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities.	**Solves** complex real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities.
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Identifies** the correct two-step math sentence that can be used to solve problems.	**Solves** two-step real-world problems using the four operations of addition, subtraction, multiplication, and division when given a model or equation.	**Solves** two-step real-world problems using the four operations of addition, subtraction, multiplication, and division.	**Solves** complex two-step real-world problems using the four operations of addition, subtraction, multiplication, and division.
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.	**Identifies** multiplication equations as equal groups when given a model.	**Creates** equations when given a verbal statement of equal groups.	**Interprets** multiplication equations as equal groups. **Represents** verbal statements of equal groups as multiplication equations.	When given products for a situation involving equal groups, **creates** multiple equations to represent the situation.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.AT.5	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers where the unknown is the product in a multiplication problem or the quotient in a division problem when given models.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers where the unknown is the product in a multiplication problem or the quotient in a division problem.	**Determines** the unknown whole number in a multiplication or division equation relating three whole numbers.	**Creates** equivalent equations for either a multiplication or a division equation.
3.AT.6	Create, extend, and give an appropriate rule for number patterns using multiplication within 100.	**Extends** number patterns using multiplication within 100 using multiples of 2, 5, or 10.	**Extends** and **identifies** an appropriate rule for number patterns using multiplication within 100 using multiples of 2, 5, or 10.	**Creates**, **extends**, and **identifies** an appropriate rule for number patterns using multiplication within 100.	**Creates**, **extends**, and **identifies** an appropriate rule for number patterns using multiplication within 100.
3.DA.1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one-step "how many more" and "how many less" problems regarding the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.	**Creates** scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. **Solves** one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data. **Revises** graph and predictions based on new incoming data.

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3.DA.2	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.	**Generates** measurement data by measuring lengths with rulers to the nearest inch. **Identifies** the data presented on a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers.	**Generates** measurement data by measuring lengths with rulers to the nearest whole or half of an inch. **Identifies** the data presented on a line plot, where the horizontal scale is marked off in appropriate units, such as whole and half numbers.	**Generates** measurement data by measuring lengths with rulers to the nearest quarter of an inch. **Displays** the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.	**Analyzes** and **compares** the data from more than one source, by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.
Computation					
3.C.1	Add and subtract whole numbers fluently within 1000.	**Identifies** and attempts the process of adding and subtracting within 1000.	**Adds** and **subtracts** whole numbers fluently within 1000 using models or pictures.	**Adds** and **subtracts** whole numbers fluently within 1000.	**Adds** and **subtracts** whole numbers fluently within 1000 and **verifies** the results using multiple approaches.
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.	**Identifies** the models for multiplication (equal-sized groups, arrays, area models, and equal "jumps" on a number line).	**Identifies** the concept of multiplication of whole numbers when given the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line.	**Represents** the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. **Applies** the properties of 0 and 1 in multiplication.	**Explains** the properties of 0 and 1 in multiplication using equal-sized groups, arrays, area models, and equal "jumps" on a number line.
3.C.3	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	**Identifies** the models for division (partitioning, sharing, and an inverse of multiplication).	**Identifies** the concept of division of whole numbers when given the following models: partitioning, sharing, and an inverse of multiplication.	**Represents** the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. **Applies** the properties of 0 and 1 in division.	**Explains** the properties of 0 and 1 in division using partitioning, sharing, and an inverse of multiplication.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.C.4	Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	**Identifies** a model for a division problem showing the quotient divided into equal shares.	**Identifies** that the quotient of a division problem represents an unknown number of groups or an unknown number of objects in a group.	**Interprets** whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	**Creates** a model to show both types of division based on the same division equation.
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.	**Identifies** models that represent multiplication and division within 100.	**Multiplies** and **divides** within 100 when given models or strategies.	**Multiplies** and **divides** within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.	**Uses** multiple strategies and models to multiply and divide within 100.
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with some multiplication facts and corresponding division facts of 0 to 10 when given models.	**Demonstrates** fluency with some multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with multiplication facts and corresponding division facts of 0 to 10.	**Demonstrates** fluency with multiplication facts and corresponding division facts of 0 to 10.
Geometry and Measurement					
3.G.1	Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	**Matches** an image of shape to a name: cube, sphere, prism, pyramid, cone, and cylinder.	**Matches** a shape to a description: cube, sphere, prism, pyramid, cone, and cylinder.	**Identifies** and **describes** the following: cube, sphere, prism, pyramid, cone, and cylinder.	**Provides** a real-world example of the shapes: cube, sphere, prism, pyramid, cone, and cylinder.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.G.2	Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.	**Identifies** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** rectangles and squares as examples of quadrilaterals.	**Identifies** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** and **draws** rectangles and squares as examples of quadrilaterals.	**Explains** that shapes may share attributes, and that the shared attributes can define a larger category. **Identifies** and **draws** rhombuses, rectangles, and squares as examples of quadrilaterals. **Identifies** and **draws** examples of quadrilaterals that do not belong to any of these subcategories.	**Analyzes** similarities and differences between given quadrilaterals.
3.G.3	Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	**Identifies** points, lines and line segments and **uses** these terms when describing two-dimensional shapes.	**Identifies** and **draws** points, lines and line segments using appropriate tools, and **uses** these terms when describing two-dimensional shapes.	**Identifies**, **describes**, and **draws** points, lines and line segments using appropriate tools, and **uses** these terms when describing two-dimensional shapes.	**Uses** appropriate tools to construct two-dimensional shapes with a prescribed number of vertices, lines, and line segments.
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).	**Partitions** shapes into halves with equal areas.	**Partitions** shapes into halves and fourths with equal areas. **Describes** the area of each part as a unit fraction of the whole.	**Partitions** shapes into parts with equal areas. **Describes** the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).	**Identifies** multiple ways to partition a shape to show parts with equal area where the area is a unit fraction.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.M.1	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).	**Measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt) and gallons (gal).	**Measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). **Adds** or **subtracts** to solve one-step real-world problems involving masses or volumes that are given in the same units.	**Estimates** and **measures** the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). **Adds**, **subtracts**, **multiplies**, or **divides** to solve one-step real-world problems involving masses or volumes that are given in the same units.	**Adds**, **subtracts**, **multiplies**, or **divides** to solve complex real-world problems involving masses or volumes that are given in the same units.
3.M.2	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Identifies** length, weight, and temperature from a given model.	**Chooses** and **uses** appropriate units and tools to measure length, weight, and temperature. **Measures** length to a half-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Chooses** and **uses** appropriate units and tools to estimate and measure length, weight, and temperature. **Estimates** and **measures** length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	**Chooses** and **uses** appropriate units and tools to estimate and measure length, weight, and temperature. **Estimates** and **measures** length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit. **Describes** a real-world example that could be measured in those units.
3.M.3	Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and **measures** time intervals in minutes within the same hour.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and **measures** time intervals in minutes within the same hour. **Solves** real-world problems involving addition time intervals in minutes without regrouping.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and measures time intervals in minutes. **Solves** real-world problems involving addition and subtraction of time intervals in minutes.	**Tells** and **writes** time to the nearest minute from analog clocks, using a.m. and p.m., and measures time intervals in minutes. **Solves** complex real-world problems involving addition and subtraction of time intervals in minutes.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase.	**Finds** the value of a collection of coins and bills, limited to a single denomination of coins. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents.	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59).	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). **Solves** real-world problems to determine whether there is enough money to make a purchase.	**Finds** the value of any collection of coins and bills. **Writes** amounts less than a dollar using the ¢ symbol and writes larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). **Solves** complex real-world problems to determine whether there is enough money to make a purchase.
3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	**Finds** the area of a rectangle with whole-number side lengths when given a model with unit squares.	**Finds** the area of a rectangle with whole-number side lengths when given a model with unit squares, and **shows** that the area is the same as would be found by multiplying the side lengths.	**Finds** the area of a rectangle with whole-number side lengths by modeling with unit squares, and **shows** that the area is the same as would be found by multiplying the side lengths. **Identifies** and **draws** rectangles with the same perimeter and different areas or with the same area and different perimeters.	**Finds** the area of a rectangle with whole-number side lengths. **Identifies** and **draws** rectangles with the same perimeter and different areas or with the same area and different perimeters.
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Given a diagram, **identifies** the correct mathematical sentence that represents the problem.	Given a diagram, **multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems.	**Multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and **represents** whole-number products as rectangular areas in mathematical reasoning.	**Multiplies** side lengths to find areas of rectangles with whole-number side lengths to solve complex real-world problems and other mathematical problems, and **represents** whole-number products as rectangular areas in mathematical reasoning.
3.M.7	Find perimeters of polygons given the side lengths or by finding an unknown side length.	Given a polygon model, **identifies** the correct mathematical sentence that represents the problem.	**Finds** perimeters of polygons given the side lengths.	**Finds** perimeters of polygons given the side lengths or by finding an unknown side length.	Using regular polygons and a given perimeter, **finds** the length of one side of the polygon.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Number Sense					
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**Matches** standard-form and expanded-form whole numbers up to 10,000.	When given the standard form, **writes** the expanded form of numbers up to 10,000.	**Reads** and **writes** whole numbers up to 10,000. **Uses** words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**Applies** equivalent forms of whole numbers up to 10,000 to other mathematical context (e.g., 45 is also 4 tens and 5 ones or 45 ones).
3.NS.2	Compare two whole numbers up to 10,000 using >, =, and < symbols.	**Compares** two whole numbers up to 10,000 using models.	**Compares** two whole numbers up to 10,000 using >, =, and < symbols using models.	**Compares** two whole numbers up to 10,000 using >, =, and < symbols.	**Orders** a set of whole numbers up to 10,000 from least to greatest.
3.NS.3	Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by a parts of size 1/*b*. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	**Matches** a given model to unit fractions, using halves, thirds, and fourths.	**Matches** a given model to fractions, using halves, thirds, and fourths.	**Matches** a given model to fractions.	**Identifies** the fractional part required to complete a shape. **Matches** a given model to fractions greater than 1. **Identifies** correctly partitioned shapes where each section shows equal area.
3.NS.4	Represent a fraction, 1/*b*, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	**Identifies** unit fractions on a given number line with scale increments of halves and fourths.	**Identifies** unit fractions on a partitioned number line.	**Represents** a fraction, 1/*b*, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into *b* equal parts. **Recognizes** that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	**Represents** unit fractions on number lines. More than two fractions may be identified on the number line.
3.NS.5	Represent a fraction, *a*/*b*, on a number line by marking off lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b*, and that its endpoint locates the number *a*/*b* on the number line.	**Identifies** fractions on a given number line with scale increments of halves and fourths.	**Identifies** fractions on partitioned number lines.	**Represents** a fraction, *a*/*b*, on a number line by marking off lengths 1/*b* from 0. **Recognizes** that the resulting interval has size *a*/*b*, and that its endpoint locates the number *a*/*b* on the number line.	**Represents** fractions on number lines. More than two fractions may be identified on the number line.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.NS.6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.	**Identifies** equivalent fractions from area models based on the same whole using halves and fourths.	**Identifies** equivalent fractions from area models based on the same whole or same point on a number line using halves and fourths.	**Identifies** two fractions as equivalent (equal) if they are the same size, based on the same whole or same point on a number line.	**Identifies** more than two equivalent fractions from models based on the same whole or same point on a number line.
3.NS.7	Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	**Identifies** equivalent fractions of halves and fourths using models based on the same whole.	**Generates** equivalent fractions of halves and fourths using models based on the same whole.	**Recognizes** and **generates** simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). **Explains** why the fractions are equivalent (e.g., by using a visual fraction model).	**Generates** more than two equivalent fractions.
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).	Given two fractions with same numerators or same denominators on a number line, **compares** the fractions. **Identifies** that comparisons are valid only when the two fractions refer to the same whole.	**Compares** two fractions with same numerators or same denominators, when given a visual. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of comparisons with symbols >, =, or <.	**Compares** two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. **Records** the results of comparisons with the symbols >, =, or <, and **justifies** the conclusions (e.g., by using a visual fraction model).	**Compares** more than two fractions with same numerators or same denominators. **Identifies** that comparisons are valid only when the two fractions refer to the same whole. **Records** the results of comparisons with symbols >, =, or <, and **justifies** the conclusions.
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	**Identifies** a place value within a 2-digit whole number and a 3-digit whole number.	**Uses** place value understanding to round 2- and 3-digit whole numbers to nearest 10 or 100 when given a model such as a number line.	**Uses** place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	**Generates** numbers that would round to a given value.
Process Standards					
1	**Make sense of problems and persevere in solving them.** // Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints,	**Identifies** important unknown quantities and key terms in order to solve real-world problems.	**Identifies** the overall objective to develop ideas and plan strategies to solve real-world problems.	**Perseveres** in developing and implementing strategies to solve real-world problems. **Solves** or **checks** the reasonableness of solutions and methods.	**Perseveres** in developing and implementing multiple strategies to solve unconventional real-world problems. **Solves** or **checks** the reasonableness of solutions and methods using different methods.

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	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" and "Is my answer reasonable?" They understand the approaches of others to solving complex problems and identify correspondences between different approaches. Mathematically proficient students understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
2	**Reason abstractly and quantitatively.** // Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.	**Identifies** quantities and operations necessary for solving problems.	**Represents** quantitative problems without considering all possible constraints or units.	**Applies** reasoning to create coherent representations of quantitative and abstract problems, considering relevant referents.	**Applies** reasoning to create coherent representations of problems, considering relevant referents. Flexibly **uses** a variety of properties and operations.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3	**Construct viable arguments and critique the reasoning of others.** // Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They analyze situations by breaking them into cases and recognize and use counterexamples. They organize their mathematical thinking, justify their conclusions and communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They justify whether a given statement is true always, sometimes, or never.	**Generates** responses based on limited prior knowledge or understanding of evidence.	**Develops** arguments based on limited prior knowledge or understanding of evidence.	**Develops** and **defends** arguments, taking into consideration prior knowledge or evidence, to test conjectures or critique others' conjectures for clarity or improvement.	**Develops** and **defends** arguments, taking into consideration prior knowledge, evidence, and other possible explanations, to test conjectures or critique others' conjectures for clarity or improvement. **Asks** useful and probing question to strengthen conjectures or the conjectures of others.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	Mathematically proficient students participate and collaborate in a mathematics community. They listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.				
4	**Model with mathematics.** // Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace using a variety of appropriate strategies. They create and use a variety of representations to solve problems and to organize and communicate mathematical ideas. Mathematically proficient students apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They analyze those relationships mathematically to	**Identifies** models to represent situations.	**Develops** appropriate models to solve real-world problems using mathematical knowledge.	**Models** real-world problems using appropriate tools to analyze and draw mathematical conclusions. **Interprets** results for reasonableness and possible revision.	**Develops** and **compares** multiple models to solve real-world problems.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.				
5	**Use appropriate tools strategically.** // Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Mathematically proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students identify relevant external mathematical resources, such as digital content, and use them to pose or solve problems. They use technological tools to explore	**Identifies** tools to solve problems.	**Uses** given tools correctly for the tasks at hand.	**Identifies** and **uses** tools to solve problems with an understanding of mathematical concepts.	**Uses** a variety of tools to develop mathematical understanding, reasoning, and problem solving.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
	and deepen their understanding of concepts and to support the development of learning mathematics. They use technology to contribute to concept development, simulation, representation, reasoning, communication and problem solving.				
6	**Attend to precision.** // Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They express solutions clearly and logically by using the appropriate mathematical terms and notation. They specify units of measure and label axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently and check the validity of their results in the context of the problem. They express numerical answers with a degree of precision appropriate for the problem context.	**Computes** solutions to problems without attending to precision.	**Computes** solutions to problems and **explains** with limited mathematical vocabulary.	Precisely **communicates** mathematical reasoning using appropriate vocabulary. **Performs** calculations with precision and efficiency, checking validity of results.	**Uses** appropriate mathematical vocabulary to precisely and logically explain the validity of results in the context of problems.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 Mathematics

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
7	**Look for and make use of structure.** // Mathematically proficient students look closely to discern a pattern or structure. They step back for an overview and shift perspective. They recognize and use properties of operations and equality. They organize and classify geometric shapes based on their attributes. They see expressions, equations, and geometric figures as single objects or as being composed of several objects.	**Applies** basic ideas of mathematical principles to solve simple problems.	**Applies** ideas of mathematical principles to solve any problem. **Identifies** simple patterns to solve related problems.	**Identifies** patterns in mathematics to solve related problems. **Applies** ideas of mathematical principles to solve any problem. **Provides** different representations of the same math concept to solve problems.	**Analyzes** patterns and structures to make predictions about related problems.
8	**Look for and express regularity in repeated reasoning.** // Mathematically proficient students notice if calculations are repeated and look for general methods and shortcuts. They notice regularity in mathematical problems and their work to create a rule or formula. Mathematically proficient students maintain oversight of the process, while attending to the details as they solve a problem. They continually evaluate the reasonableness of their intermediate results.	**Recognizes** that a general method or rule is possible for repeated calculations.	**Applies** general methods and rules for repeated calculations.	**Develops** general methods and rules for solving mathematical problems.	**Evaluates** the reasonableness of general methods and rules.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

Performance Level Descriptors (PLDs) serve as a foundational resource in the assessment development process to inform item development, and characterize student performance based on Indiana Academic Standards. PLDs are written from three perspectives: Policy PLDs, Range PLDs and Threshold PLDs.

Policy PLDs: Policy PLDs provide overarching claims about a student's performance and are used by policymakers and stakeholders to articulate expectations about a state's performance standards.

Range PLDs: Range PLDs provide content-specific claims across each Indiana Academic Standard to represent the range of expectations for student performance within each proficiency level.

Threshold PLDs: Threshold PLDs provide content-specific claims across each Academic Standard to represent expectations for student performance surrounding each cut point as a model for standard setting. The Threshold PLDs will be created by panelists during standard setting in Summer 2019 to help define the threshold for "just barely" meeting the expectation for each performance level.

The Policy PLDs approved by the Indiana State Board of Education for ILEARN consist of the following:

LEVEL 1: Below Proficiency
Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency
Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency
Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency
Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.

The subsequent pages highlight the Range PLDs for each Indiana Academic Standard. These PLDs can be used to inform instructional practices as educators consider proficiency of the content. Additionally, educators may use the content examples to consider how to remediate or extend key instructional concepts to transition students across proficiency levels of performance.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

Review this sample from grade 4 which models ways you can use the PLDs to think about the expectations across the continuum of proficiency. The sample provides context around how you could think about the way the descriptors differentiate student performance across the continuum and how you could use those descriptors in your classroom.

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA 4 Standard: 4.RL.2.3	Provide a limited description of a character, setting, or event in a story or play, giving minimal details that pertain to plot.	Describe a character, setting, or event in a story or play, providing some details from the text that impact the plot.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	Explain how a character, setting, or event in a story or play impacts the plot, providing support of the impact by drawing on specific details from the text.

Classroom Implications	Below Proficiency students may provide a limited description of a character, setting, or event in a story or play, while Approaching Proficiency students may be able to describe characters, settings, and events by using details. When moving students into Approaching Proficiency, build on limited descriptions by asking students probing questions that lead to more description about the characters, setting, and events in the story.	At Proficiency students build on the skills of Approaching Proficiency in their ability to use specific details to describe how a character, setting, or event in a story or play impacts the plot. When moving students into the At Proficiency level, ask them guiding questions to help them focus their descriptions of characters, settings, and events. Guide students toward relating their descriptions of characters, settings, and events to the impact they have on the plot.	Students who are Above Proficiency are able to extend their understanding by explaining how a character, setting, or event impacts the plot, using specific details to support the explanation. When moving students into the Above Proficiency level, guide students toward thinking about specific details that support their explanation of how a character, setting, or event impacts the plot.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
Key Ideas and Textual Support/Vocabulary					
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and/or answer basic questions to demonstrate understanding of a text, referring inconsistently to the text as the basis for the answers.	Ask and answer basic questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Retell with disconnected/irrelevant details, folktales, fables, and tall tales from diverse cultures; identify a simple theme and/or ideas in these works.	Retell with limited details folktales, fables, and tall tales from diverse cultures; identify the simple themes in these works.	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	Retell more complex folktales, fables, and tall tales from diverse cultures; identify the more complex themes in these works.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Identify characters in a story and describe characters' actions.	Describe characters in a story (e.g., their traits, motivations, or feelings) and identify how their actions contribute to the plot.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	Precisely describe characters in a story (e.g., their traits, motivations, or feelings) and explain in depth how their actions contribute to the plot.
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and/or answer basic questions to demonstrate understanding of a simple text, referring inconsistently to the text as the basis for the answers.	Ask and answer basic questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer more in-depth questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine an idea of a text; recount some details and/or may connect how they support the idea.	Determine a relevant idea of a text; recount the details and/or determine how they support the idea.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a complex text; recount the key details and explain in depth how they support the main idea.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Identify the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, recognize words such as first, next, finally, because, problem, solution, same, and different.	Provide a limited description of the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using some words such as first, next, finally, because, problem, solution, same, and different.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	Provide a more in-depth description of the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using more complex content area words.
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Recognize context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to begin to determine the meanings of simple unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of simple unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of complex unknown words.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homo-nyms, and multiple-meaning words (e.g., puzzle, fire).	Identify simple relationships among words given heavy contextual support, including synonyms, antonyms, homographs, homonyms, and well-known multiple-meaning words.	Identify simple relationships among words, including common synonyms, antonyms, homographs, homonyms, and well-known multiple-meaning words.	Identify relationships among words, including synonyms, antonyms, homographs, homo-nyms, and multiple-meaning words.	Identify subtle relationships among words, including syno-nyms, antonyms, homographs, homonyms, and multiple-meaning complex words.
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	Identify words with the same root to use as clues to the meaning of unknown words, and identify when a basic affix is added to a known root word.	Use a commonly known word as a clue to the meaning of an unknown word with the same root, and identify when a frequently used affix is added to a known root word.	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	Use a known word as a clue to the meaning of a more complex unknown word with the same root, and identify when a complex affix is added to a known root word.
3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to locate the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to locate the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Recognize that words and phrases the author uses provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine words and phrases the author uses to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	Determine how the author uses complex words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Identify the meanings of well-known academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Identify the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	Determine the meanings of more complex academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RV.3.3	Recognize the meanings of idioms in context.	Recognize common idioms in heavily-supported context.	Recognize the meanings of common idioms in context.	Recognize the meanings of idioms in context.	Recognize the meanings of less common idioms in less-supported context.
Structural Elements and Organization/Connection of Ideas/Media Literacy					
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	Identify an explicitly-stated purpose of media messages, including for information, entertainment, or persuasion.	Distinguish among explicitly-stated purposes of various media messages, including for information, entertainment, persuasion, and/or interpretation of events, or transmission of culture.	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	Explain the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Identify some terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; recognize how some parts build on earlier sections.	Identify terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; recognize how each successive part builds on earlier sections.	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	Use terms such as chapter, scene, and stanza to refer to the parts of complex stories, plays, and poems; explain in-depth how each successive part builds on earlier sections.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.	Identify personal point of view and that of the narrator or those of the characters when explicitly stated in simple text.	Identify personal point of view and that of the narrator or those of the characters when stated in the text.	Distinguish personal point of view from that of the narrator or those of the characters.	Distinguish personal point of view from that of the narrator or those of the characters of a more complex text.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Identify aspects of a text's illustrations and provide a basic explanation of how it contributes to the words in a story.	Explain how aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Provide a detailed explanation of how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Identify similarities and differences in simple themes, settings, and plots, of stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of simplistic stories written by the same author about the same or similar characters.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Thoroughly compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters in complex text.
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	Use basic text features to locate information.	Use knowledge of text features to locate information and gain meaning from a text.	Apply knowledge of text features to locate information and gain meaning from a text.	Apply knowledge of more complex text features to locate information and gain meaning from a text.
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Recognize structure of a nonfiction text as problem and solution or as events put in chronological order.	Identify how a simple nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	Identify how a complex nonfiction text can be structured to indicate a problem or solution or to put events in chronological order.
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.	Recognize own perspective of a simple text.	Recognize own perspective of a simple text and that of the author of the text.	Distinguish one's own perspective from that of the author of the text.	Distinguish one's own perspective from that of the author of a more complex text.
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Identify fact and opinion; locate facts to support points in a text.	Identify fact and opinion; locate reasons and facts to support specific points in a text.	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Distinguish between more complex fact and opinion; thoroughly explain how an author uses reasons and facts to support specific points in a text.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.	Identify similarities and differences between points and details presented in two texts on the same topic.	Identify similarities and differences between important points and key details presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Thoroughly compare and contrast the most important points and key details presented in two texts on the same topic.
Writing					
3.W.3.1	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	Write persuasive compositions in a variety of forms that – • Provide little to no opinion in an introductory statement or section. • Provide little to no support for the opinion. • Connect opinion and reason using little to no words and phrases. • Provide unrelated or no concluding statement or section.	Write persuasive compositions in a variety of forms that – • State a minimally developed opinion in an introductory statement or section. • Support the opinion with a reason. • Connect opinion and some reasons using words and phrases. • Provide a somewhat related concluding statement or section.	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.	Write persuasive compositions in a variety of forms that – • State the opinion in a well-formed introductory statement or section. • Effectively support opinion with reasons in an organized way. • Connect all opinions and reasons using words and phrases. • Provide a clear and concise concluding statement or section.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.W.3.2	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.	Write informative compositions on a variety of topics that – • State unclear topic, develop an unclear main idea for the introductory paragraph, and information may not be grouped or unrelated. • Develop an unclear topic with few to no facts and details. • May connect ideas within categories of information using words and phrases. • Use few to no text features (e.g., pictures, graphics) to aid comprehension. • Provide a minimal to no concluding statement or section.	Write informative compositions on a variety of topics that – • Minimally state the topic, somewhat develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with a few facts and details. • May connect ideas within categories of information using words and phrases. • Include very few text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a somewhat relevant concluding statement or section.	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.	Write informative compositions on a variety of topics that – • State the topic, provide a well-developed main idea for the introductory paragraph, and consistently group related information together. • Provide a well-developed topic with facts and details. • Consistently connect all ideas within well-defined categories of information using words and phrases. • Precisely use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a well-developed concluding statement or section.
3.W.3.3	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.	Write narrative compositions in a variety of forms that – • Lack a clear introduction (e.g., situation, narrator, characters). • Include few to no descriptive details and lack a clear event sequence. • Include little to no dialogue. • Limited or disconnected use of ideas and events using introduction and transition words. • Lack a clear ending.	Write narrative compositions in a variety of forms that – • Establish an undeveloped introduction (e.g., situation, narrator, characters). • Include some descriptive details and events may lack a clear sequences. • Include minimal dialogue. • Limited or disconnected use of ideas and events using some introduction and transition words. • Provide an undeveloped ending.	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.	Write narrative compositions in a variety of forms that – • Establish a well-developed introduction (e.g., situation, narrator, characters). • Include specific descriptive details that give a vivid picture and has clear event sequences. • Include a purposeful dialogue. • Connect multiple ideas and events effectively using introduction and transition words. • Provide a well-developed ending.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.	Apply the writing process to – • Generate a draft by developing, selecting, and organizing unclear ideas with little to no relevance to topic, purpose, and genre; little to no revision to improve writing, little to no use of appropriate reference materials and/or editing for format and conventions. • Minimally use technology to interact and collaborate with others.	Apply the writing process to – • Generate a draft by developing, selecting, and organizing weak ideas related to topic, purpose, and genre; some revision to improve writing, use of some reference materials; weak editing of writing for format and conventions. • Minimally use technology to interact and collaborate with others.	Apply the writing process to – • Generate a draft by developing, selecting, and organizing adequate ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials; adequate editing of writing for format and conventions. • Use technology to interact and collaborate with others to publish legible documents.	Apply the writing process to – • Generate a high-quality draft by developing, selecting, and organizing complex ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials; edit writing for format and conventions. • Use technology to interact and collaborate with others to publish legible documents.
3.W.5	Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Inconsistently locates information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.	Conduct short research on a topic. • Require options to identify a topic or question of interest. • May locate irrelevant or limited information in reference texts, electronic resources, or through interviews. • Rarely recognize that some sources may be more reliable than others. • Record information pulling directly from the text. • Present the information in a limited way, choosing from a limited variety of formats.	Conduct short research on a topic. • Inconsistently identify a topic or question of interest. • Inconsistently locate information in reference texts, electronic resources, or through interviews. • Inconsistently recognize that some sources may be more reliable than others. • Inconsistently record information using their own words. • Present the information, choosing from a limited variety of formats.	Conduct short research on a topic. • Identify a specific topic or question of interest. • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.	Conduct short research on a topic. • Identify a specific topic or complex question of interest. • Logically and effectively locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Consistently record relevant information in their own words. • Present the information, choosing from a variety of formats.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using simple abstract nouns inconsistently (e.g., love).	Nouns/Pronouns – Writing sentences using simple abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	Nouns/Pronouns – Writing sentences using more sophisticated abstract nouns (e.g., honor, wisdom).
3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	Verbs – Writing sentences that use well-known regular and irregular verbs inconsistently and/or simple verb tenses.	Verbs – Writing sentences that use regular and irregular verbs and/or simple verb tenses to sometimes convey various times, sequences, states, and conditions.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	Verbs – Writing sentences that use more complex regular and irregular verbs and simple verb tenses to intentionally convey various times, sequences, states, and conditions.
3.W.6.1c	Adjectives/Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	Adjectives/Adverbs – Writing complex sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and precisely explaining their functions in the sentence.
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Inconsistently writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing mostly correct complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	Usage – Writing correctly more elaborate complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Inconsistently capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Most of the time capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Capitalization – Capitalize appropriate words in titles, historical periods, company names, product names, and special events.

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.W.6.2b	Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	Punctuation – (Inconsistently) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	Punctuation – (Mostly correct) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	Punctuation – (Purposefully) • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).
3.W.6.2c	Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Inconsistently using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Beginning to use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Mostly using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Mostly using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	Spelling – • Precisely using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Precisely using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
Reading Foundations					
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	Recognize the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle).	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding some unknown words.	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding complex unknown words.

ILEARN Performance Level Descriptors (PLDs)
Grade 3 English/Language Arts (ELA)

	Standard	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	Inconsistently read grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists).	Read most grade-appropriate words that have blends and common spelling patterns in simple contexts (such as lists).	Read grade-appropriate words that have blends and common spelling patterns.	Read complex grade-appropriate words that have blends and common spelling patterns.
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Inconsistently know difficult word families when reading unfamiliar words (e.g., -ight).	Know but inconsistently use most of the difficult word families when reading unfamiliar words (e.g., -ight).	Adequately know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Consistently know and use more difficult word families when reading unfamiliar words (e.g., -ight).
3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	Inconsistently recognize simple multi-syllabic words composed of roots and related prefixes and suffixes; inconsistently recognize simple or common irregular contractions and possessives.	May recognize but inconsistently read multi-syllabic words composed of roots and related prefixes and suffixes; may recognize but inconsistently read irregular contractions and possessives.	Adequately read multi-syllabic words composed of roots and related prefixes and suffixes; adequately read irregular contractions and possessives.	Consistently read multi-syllabic words composed of roots and related prefixes and suffixes; consistently read irregular contractions and possessives.
Speaking and Listening					
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Attempt to retell ideas and/or details of a simple text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Retell, paraphrase, and begin to explain main ideas and/or details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	Precisely retell, paraphrase, and explain the main ideas and supporting details of a complex text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and/or answer basic questions about information from a speaker, offering details.	Ask and answer basic questions about information from a speaker, offering relevant details.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer in-depth questions about information from a speaker, offering extensive elaboration and detail.