Level	Basic	Proficient	Advanced
Policy PLD	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
Text Complexity Statements	The basic student demonstrates partial ability to independently read and comprehend a variety of literary and informational text of low-to-moderate complexity. The student reads closely in order to use minimal textual evidence to demonstrate critical thinking.	The proficient student demonstrates adequate ability to independently read and comprehend a variety of literary and informational text of moderate-to-high complexity. The student reads closely and analytically in order to use textual evidence to demonstrate critical thinking.	The advanced student demonstrates thorough ability to independently read and comprehend a variety of literary and informational text of high complexity. The student reads closely and analytically and uses textual evidence effectively to demonstrate complex critical thinking.
		Reading Literature (PAWS)	
		Key Ideas and Details	
Key Details	The **basic** student demonstrates understanding of the text by referring inconsistently to the text to ask and answer questions. RL 3.1	The **proficient** student demonstrates understanding of the text by referring explicitly to the text to ask and answer questions. RL 3.1	The **advanced** 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 **basic** 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 **proficient** 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 **advanced** 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 **basic** 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 **proficient** student determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL 3.4	The **advanced** 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 **basic** 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 **proficient** 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 **advanced** 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 **basic** student inconsistently distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	The **proficient** student distinguishes his/her own point of view from that of the narrator or other characters. RL 3.6	The **advanced** student analyzes the distinction between his/her own point of view and that of the narrator or other characters. RL 3.6

	Reading Informational Text (PAWS)		
	Key Ideas and Details		
Key Details and Central Ideas	The **basic** 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 **proficient** 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 **advanced** 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 **basic** 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 **proficient** 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 **advanced** 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 **basic** 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. RI 3.4	The **proficient** 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 **advanced** 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 **basic** student uses simple 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 **proficient** 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 **advanced** 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 **basic** student inconsistently distinguishes his/her own point of view from that of the author of a text. RI 3.6	The **proficient** student distinguishes his/her own point of view from that of the author of a text. RI 3.6	The **advanced** 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 **basic** student identifies aspects of illustrations that contribute to what is conveyed by the text. RL 3.7	The **proficient** student describes how aspects of illustrations contribute to what is conveyed by the text. RL 3.7	The **advanced** student analyzes how aspects of illustrations contribute to what is conveyed by the text. RL 3.7
Text Structures and Features	The **basic** student uses simple/basic information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	The **proficient** student uses information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7	The **advanced** student analyzes information from illustrations, along with the words in a text, to demonstrate understanding. RI 3.7
Analysis Within or Across Texts	The **basic** 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 **proficient** 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 **advanced** 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 Across Texts	The **basic** student identifies simply stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9	The **proficient** student compares and contrasts themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9	The **advanced** student compares and contrasts multiple complex themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL 3.9
		Language (PAWS)	
Language Use	The **basic** 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 **proficient** 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 **advanced** 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 **basic** 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 **proficient** 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 **advanced** 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 **basic** 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 **proficient** 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 **advanced** 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

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

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