



Checkpoint 3 Performance Level Descriptors: English/Language Arts

The LEARN Performance Level Descriptors (PLDs) reflect the learning path for each standard based on students' natural progression of skills and levels of thinking for specific content. These learning progressions should be used to assess and teach students at various developmental levels. The ILEARN PLDs present learning progressions for each assessed standard. They are divided into four "buckets" in alignment with the ILEARN proficiency levels: Below Proficiency, Approaching Proficiency, At Proficiency, and Above Proficiency.

This PLD map represents the Checkpoint 3 standards assessed in grades three through eight, organized by standard domain, and vertically aligned. Students may move through the learning progressions of each concept in various ways depending on the current knowledge they possess. Using the ILEARN Checkpoint student-level proficiency data for each reporting category alongside classroom assessments, educators can pinpoint where students are along the continuum of each standard's learning progression. Using high-quality teaching practices and materials, educators can support student growth horizontally across proficiency levels or vertically between grade levels. The ILEARN Item Specifications and 2023 ELA Frameworks can assist educators in further defining each proficiency level and providing high-quality instruction.

Reading Foundations

Standard	Reporting Category	Below	Approaching	At	Above
3.RF.1 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	Reading Foundations	Match a word to the corresponding syllable pattern.	Apply knowledge of syllable patterns to classify vowel sounds in words as long or short.	Apply knowledge of syllable patterns to evaluate if two words follow the same syllable pattern.	<i>There is no above proficiency descriptor for this foundational reading skill.</i>
3.RF.2 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).	Reading Foundations	Isolate a blend in one grade-appropriate word (independent of context).	Isolate more than one blend in more than one grade-appropriate word independent of context; OR Identify the correct usage of common spelling patterns (e.g., doubling the consonant, adding -ing, changing the ending to make a plural) independent of context.	Isolate more than one blend in more than one grade-appropriate word in context; OR Identify the correct spelling or usage of common spelling patterns (e.g., doubling the consonant, adding -ing, changing the ending to make a plural) in context.	Apply knowledge of blends and common spelling patterns to change grade-appropriate words to fit a context (e.g., swim to swimming, lily to lilies).



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3.RF.3 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). (See IDOE Word Families Guidance .)	Reading Foundations	Know and use easy word families when reading unfamiliar words (e.g., -ap, -ip, -ore).	Know and use average word families when reading unfamiliar words (e.g., -ash, -ide, -oke).	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Apply knowledge of more difficult word families to correct spelling errors.
3.RF.4 Read multisyllabic 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). (E)	Reading Foundations	Identify one multisyllabic word that includes a root or a related prefix and suffix; OR Identify words as contractions or possessives.	Identify more than one multisyllabic word that includes a root or related prefix or suffix; OR Isolate a base word in multisyllabic words; OR Correctly spell or define regular contractions and possessives.	Isolate roots/prefixes/suffixes in multisyllabic words; OR Correctly spell or define irregular contractions and possessives.	Apply knowledge of roots, prefixes, suffixes, contractions, and possessives to determine the correct word to complete a sentence.

Reading Comprehension					
Standard	Reporting Category	Below	Approaching	At	Above
3.RC.7 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). (See IDOE Text Features Guidance .)	Read and Understand Informational Text & Media	Identify maps, illustrations, photographs, charts, or font/format as text features.	Locate specific information using text features.	Interpret information using text features; OR Determine how a specific text feature supports the meaning of the text.	Locate and interpret information, using text features, and explain how the text feature adds to the meaning of the text.
4.RC.6 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings,	Read and Understand Informational Text & Media	Summative Only			



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font/format).					
5.RC.7 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	Read and Understand Informational Text & Media	Checkpoint 2			
Standard ends in grade five.					
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above
3.RC.9 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	Read and Understand Informational Text & Media	Identify signal words, phrases, or text features used to discuss facts or opinions; OR Identify one or more facts or opinions presented in a text.	Identify a reason or fact an author uses to support a given specific point; OR Distinguish between facts and opinions presented in a text.	Identify more than one reason or fact an author uses to support a specific point explicitly made in a text; OR Explain how an author's reasoning supports a given opinion.	Identify the facts or reasons an author uses to support a specific point explicitly made in a text, and explain how the author's reasoning or facts are supportive of the point.
4.RC.8 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.	Read and Understand Informational Text & Media	Checkpoint 2			
5.RC.9 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	Read and Understand Informational Text & Media	Checkpoint 2			
6.RC.8 Trace and evaluate the argument and specific claims in	Analyzing Informational	Checkpoint 2			



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a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.	Text & Media				
7.RC.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping. (E)	Analyzing Informational Text & Media	Checkpoint 2			
8.RC.6 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, recognize when irrelevant evidence is introduced. (E)	Analyzing Informational Text & Media	Checkpoint 2			
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above
3.RC.12 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	Read and Understand Informational Text & Media	Checkpoint 2			
4.RC.11 Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple	Understand and Use Vocabulary	Checkpoint 2			



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meanings. (E)					
5.RC.12 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	Understand and Use Vocabulary	Identify synonym and antonym word relationships in context.	Identify or describe metaphors and similes in context.	Apply knowledge of word relationships in context, including synonyms, antonyms, homographs, metaphors, similes, and analogies to define multiple meaning words.	Analyze the relationships among words, including synonyms, antonyms, multiple-meaning words, homographs, metaphors, similes, and analogies.
6.RC.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Understand and Use Vocabulary	<i>Summative Only</i>			
7.RC.11 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Understand and Use Vocabulary	<i>Checkpoint 2</i>			
<i>Standard ends in grade seven.</i>					
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above
3.RC.13 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.	Read and Understand Informational Text & Media	<i>Summative Only</i>			
4.RC.12 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word	Understand and Use Vocabulary	Determine the meaning of a word, in context, with a base word or defined root and a defined affix.	Determine the meaning of a word, in context, that includes a base word and an affix from level one or an easy, tier-one root and a defined affix.	Determine the meaning of a word, in context, that includes a base word or an easy, tier-one root with at least one affix from level two.	Determine the meaning of a word, in context, that includes an easy, tier-two root with at least one affix from level one or two; OR Use a level two affix to



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patterns to determine meaning. (See IDOE Greek/Latin Root and Affixes Guidance .)					change the meaning of a word with an easy or average tier-one root.
5.RC.13 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E) (See IDOE Greek/Latin Root and Affixes Guidance .)	Understand and Use Vocabulary	Determine the meaning of a word, in context, that includes a base word or an easy, tier-one root with at least one affix that is defined or from level one.	Determine the meaning of a word, in context, that includes a base word or an easy, tier-one root with at least one affix from level two; OR Apply knowledge of parts of speech to choose a word that appropriately fits a given context.	Determine the meaning of a word, in context, that includes a base word with an affix from level three or an easy, tier-two root with at least one affix from level two; OR Apply knowledge of parts of speech to determine the meaning of words with an easy root or base word.	Determine the meaning of a word, in context, that includes an easy root with at least one affix from level three; OR Determine the meaning of a word, in context, that includes an average, tier-one root with at least one affix from level two.
6.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E)	Understand and Use Vocabulary	Checkpoint 1			
7.RC.13 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel). (E)	Understand and Use Vocabulary	Checkpoint 1			
8.RC.10 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Understand and Use Vocabulary	Checkpoint 1			
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above



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<i>Standard begins in grade four.</i>					
4.RC.13 Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole). (See IDOE Figurative Language Guidance .)	Understand and Use Vocabulary	Locate an author's use of figurative language in a text.	Interpret the meaning of an author's word choice; OR Interpret the meaning of an author's use of figurative language.	Locate an author's use of figurative language in a text, and interpret its meaning.	Identify more than one instance of figurative language in a text, and explain how they add meaning to the passage.
5.RC.14 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion). (See IDOE Figurative Language Guidance .)	Understand and Use Vocabulary	Locate an author's use of imagery, symbolism, or figurative language in a text.	Interpret the meaning of a given example of imagery, symbolism, or figurative language in a text.	Locate an author's use of imagery, symbolism, or figurative language in a text, and interpret its meaning.	Identify more than one instance of imagery, symbolism, and/or figurative language in a text, and explain how they add meaning to the passage.
<i>Standards were streamlined in grades 6-7 for 2023 IAS.</i>					
8.RC.11 Interpret figures of speech (e.g., verbal irony, puns) in context. (See IDOE Figurative Language Guidance .)	Understand and Use Vocabulary	Checkpoint 1			



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Writing				
Standard	Below	Approaching	At	Above
3.W.7 Demonstrate command of English grammar and usage, focusing on: <ol style="list-style-type: none"> Nouns/Pronouns - Writing sentences using abstract nouns (e.g., hope, thought). Verbs - Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. Adjectives/Adverbs - Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in a sentence. Usage - Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E) 	<ul style="list-style-type: none"> Identify simple or abstract nouns, pronouns, verbs, adjectives, or adverbs in context. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of simple verb tenses, in context, to convey various times, sequences, states, and conditions. Explain what is being modified by a specific comparative or superlative adjective or adverb, in context. 	<ul style="list-style-type: none"> Identify the incorrect use of one or more parts of speech, in context, from parts A, B, or C of this standard, and make revisions to correct the error. Identify comparative or superlative adjectives or adverbs, in context, and explain their function in the sentence. Identify the correct or incorrect use of coordinating (i.e., and, for, but, or) or subordinating conjunctions, in context. 	<ul style="list-style-type: none"> Identify the incorrect use of coordinating (i.e., and, for, but, or) or subordinating conjunctions, in context, and make revisions to correct the error.
4.W.6 Demonstrate command of English grammar and usage, focusing on: <ol style="list-style-type: none"> Nouns/Pronouns - Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence. Verbs - <ol style="list-style-type: none"> Writing sentences that use progressive verb tenses. Recognizing and correcting inappropriate shifts in verb 	<ul style="list-style-type: none"> Identify simple or abstract nouns, relative or reflexive pronouns, verbs, adjectives, relative adverbs, or prepositions, in context. Identify prepositions, in context. Identify the function of a given preposition, in 	<ul style="list-style-type: none"> Identify the correct or incorrect use of progressive verb tenses, in context, recognizing inappropriate shifts in verb tense. Identify the correct or incorrect use of modal auxiliaries (i.e., can/could, may/might, must/ought, 	<ul style="list-style-type: none"> Identify the incorrect use of one or more parts of speech, in context, from parts A, B, C, or D of this standard, and make revisions to correct the error. Identify the correct or incorrect use of coordinating (i.e., yet, nor, so) or 	<ul style="list-style-type: none"> Identify the incorrect use of coordinating (i.e., yet, nor, so) and subordinating conjunctions, in context, and make revisions to correct the errors.



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<p>tense.</p> <p>iii. Using modal auxiliaries (e.g., can, may, must).</p> <p>c. Adjectives/Adverbs - Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.</p> <p>d. Prepositions - Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>e. Usage - Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)</p>	<p>context.</p> <ul style="list-style-type: none"> Identify the correct use of a reflexive pronoun, in context. 	<p>shall/should, will/would), in context.</p> <ul style="list-style-type: none"> Explain the function of a given relative adverb, in context. Identify a relative adverb, in context. Identify the incorrect use of prepositions, in context. 	<p>subordinating conjunctions, in context.</p> <ul style="list-style-type: none"> Identify a preposition, in context, and explain its function in the sentence. 	
<p>5.W.6 Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Verbs -</p> <p>i. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses.</p> <p>ii. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p>b. Prepositions - Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p>c. Usage - Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of prepositional phrases, in context. Explain the function of a given prepositional phrase, in context. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of progressive verb tenses, in context, recognizing inappropriate shifts in verb tense. Identify the correct or incorrect use of commonly misused verbs, in context. Identify the correct or incorrect use of prepositional phrases, in context. 	<ul style="list-style-type: none"> Identify the incorrect use of one or more parts of speech, in context, from parts A or B of this standard, and make revisions to correct the error. Identify a prepositional phrase, in context, and explain its function. Identify the correct or incorrect use of correlative conjunctions, in context. 	<ul style="list-style-type: none"> Identify the incorrect use of correlative conjunctions, in context, and make revisions to correct the error.



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<p>6.W.6 Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none">Pronouns - Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).Usage - Writing simple, compound, complex, and compound-complex sentences, recognizing sentence fragments and run-ons. (E)	<ul style="list-style-type: none">Identify a subject, object, possessive, and reflexive pronouns, in context.	<ul style="list-style-type: none">Identify correct or incorrect pronoun-antecedent agreement, in context.Identify the use of sentence fragments and run-ons.	<ul style="list-style-type: none">Identify incorrect pronoun-antecedent agreement, in context, and make revisions to correct the error.Identify the use of a sentence fragment or run-on, and make revisions to correct the error.	<ul style="list-style-type: none">Identify the incorrect use of more than one instance of grammar/usage from parts A or B of this standard, in context, and make revisions to correct the errors.
<p>7.W.6 Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none">Verbs - Recognizing and correcting problems with subject/verb agreement.Phrases and Clauses - Recognizing and correcting misplaced and dangling modifiers.Usage - Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style. (E)	<ul style="list-style-type: none">Identify correct or incorrect subject-verb agreements, in context.Identify the use of sentence fragments and run-ons.	<ul style="list-style-type: none">Identify a misplaced or dangling modifier, in context.Identify the use of a sentence fragment or run-on, and make revisions to correct the error.	<ul style="list-style-type: none">Identify incorrect subject-verb agreements, in context, and make revisions to correct the error.Identify a misplaced or dangling modifier, in context, and make revisions to correct the error.	<ul style="list-style-type: none">Identify the incorrect use of more than one instance of grammar/usage from parts A, B, or C of this standard, in context, and make revisions to correct the errors.Revise a given text to increase interest, including a variety of sentence types.
<p>8.W.6 Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none">Verbs - Explaining the function of verbals (e.g., gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice. (E)	<ul style="list-style-type: none">Identify verbals (i.e., gerunds, participles, infinitives), in context.	<ul style="list-style-type: none">Identify instances of active or passive voice in a text.Explain the function of a given verbal (i.e., gerund, participle, infinitive) in a text.	<ul style="list-style-type: none">Identify inappropriate shifts in verb voice.Revise a given sentence for active or passive verb voice.Identify a verbal (i.e., gerund, participle, infinitive) in a text, and explain its function.	<ul style="list-style-type: none">Identify inappropriate shifts in verb voice (i.e. active or passive), and make revisions to correct the error.



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Standards	Below	Approaching	At	Above
<p>3.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>b. Punctuation –</p> <p>i. Correctly using apostrophes to form contractions and singular and plural possessives.</p> <p>ii. Using quotation marks to mark direct speech.</p> <p>iii. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle).</p> <p>c. Spelling –</p> <p>i. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words.</p> <p>ii. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of capitalization in titles, historical periods, company names, product names, and special events in a text. Identify the correct or incorrect use of apostrophes to form contractions. Identify the correct use of commas when writing locations and addresses. Identify the correct or incorrect spellings for base words with added affixes from level one. (See IDOE Greek/Latin Root and Affixes Guidance.) 	<ul style="list-style-type: none"> Identify the correct or incorrect use of apostrophes forming singular or plural possessives. Identify the correct or incorrect use of quotation marks to mark direct speech. Identify the correct or incorrect use of commas to mark direct speech. Identify the correct or incorrect use of commas among coordinating adjectives (e.g., a small, red bicycle). Identify the incorrect spelling of irregularly spelled words (e.g., said, does, gone). 	<ul style="list-style-type: none"> Identify the correct or incorrect use of more than one convention type from parts A, B, or C of this standard, in context. Identify the incorrect use of one convention from parts A, B, or C of this standard, in context, and revise the error. 	<ul style="list-style-type: none"> Identify the incorrect use of more than one convention from parts A, B, or C of this standard, in context, and make revisions to correct the errors.
<p>4.W.7 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of capitalization for names of magazines, newspapers, works of art, musical 	<ul style="list-style-type: none"> Identify the correct or incorrect use of apostrophes forming contractions. Identify the correct or incorrect use of 	<ul style="list-style-type: none"> Identify the correct or incorrect use of more than one convention type from parts A, B, or C of this standard, in context. 	<ul style="list-style-type: none"> Identify the incorrect use of more than one convention from parts A, B, or C of this standard, in context, and make revisions to



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<p>appropriate.</p> <p>b. Punctuation –</p> <ol style="list-style-type: none"> Correctly using apostrophes to form possessives and contractions. Correctly using quotation marks and commas to mark direct speech. Using a comma before a coordinating conjunction in a compound sentence. <p>c. Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)</p>	<p>compositions, organizations, and the first word in quotations, when appropriate.</p> <ul style="list-style-type: none"> Identify the correct or incorrect use of apostrophes forming possessives. 	<p>commas and quotation marks to mark direct speech.</p> <ul style="list-style-type: none"> Identify the correct or incorrect use of a comma before a coordinating conjunction in a compound sentence. Identify the correct or incorrect spellings for multisyllable words. 	<ul style="list-style-type: none"> Identify the incorrect use of one convention from parts A, B, or C of this standard, in context, and revise the error. 	<p>correct the errors.</p>
<p>5.W.7 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Capitalization – Applying correct usage of capitalization in writing.</p> <p>b. Punctuation –</p> <ol style="list-style-type: none"> Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. <p>c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of capitalization in writing. Identify the correct or incorrect use of apostrophes in writing. Identify the correct or incorrect use of a comma to set off the words yes and no. Identify the correct or incorrect spelling of words with simple, less complex patterns. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of quotation marks in writing. Identify the correct or incorrect use of a comma for appositives. Identify the correct or incorrect use of a comma for setting off a tag question from the rest of the sentence (e.g., You're feeling lucky, are you?). Identify the correct or incorrect use of a comma to indicate direct address. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of more than one convention type from parts A, B, or C of this standard, in context. Identify the incorrect use of one convention from parts A, B, or C of this standard, in context, and revise the error. 	<ul style="list-style-type: none"> Identify the incorrect use of more than one convention from parts A, B, or C of this standard, in context, and make revisions to correct the errors.



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		<ul style="list-style-type: none"> Identify the correct or incorrect spelling of words with more complex spelling patterns. 		
<p>6.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Punctuation –</p> <p>i. Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>ii. Using semicolons to connect main clauses and colons to introduce a list or quotation. (E)</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of commas to set off nonrestrictive/parenthetical elements. Identify a main, or independent, clause. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of parentheses or dashes to set off nonrestrictive/parenthetical elements. Identify the correct or incorrect use of a semicolon to connect main, or independent, clauses. Identify the correct or incorrect use of a colon for introducing a list or quotation. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of more than one convention type from part A of this standard, in context. Identify the incorrect use of one convention from part A of this standard, in context, and revise the error. 	<ul style="list-style-type: none"> Identify the incorrect use of more than one convention from part A of this standard, in context, and make revisions to correct the errors.
<p>7.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</p> <p>a. Punctuation – Using commas with subordinate clauses. (E)</p>	<ul style="list-style-type: none"> Identify a main, or independent, clause. Identify a subordinate clause. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of a comma to separate subordinate and independent clauses. 	<ul style="list-style-type: none"> Identify the incorrect use of a comma to separate subordinate and independent clauses, in context, and make revisions to correct the error. 	<ul style="list-style-type: none"> Revise a sentence to place the subordinate clause before the main clause, using the correct punctuation.
<p>8.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, focusing on:</p> <p>a. Punctuation – Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission. (E)</p>	<ul style="list-style-type: none"> Identify the correct or incorrect use of a comma to indicate a pause in writing. 	<ul style="list-style-type: none"> Identify the correct or incorrect use of dashes to indicate a pause or break in writing. Identify the correct or incorrect use of an ellipsis to indicate a 	<ul style="list-style-type: none"> Identify the correct or incorrect use of commas, dashes, and/or ellipses, in context, to indicate a pause, break, or omission. Identify the incorrect 	<ul style="list-style-type: none"> Revise one or more sentences to include a pause, break, or omission by correctly using commas, dashes, and/or ellipses.



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		pause or omission in writing.	use of commas, dashes, or ellipses, in context, to indicate a pause, break, or omission, and make revisions to correct the error.	
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Communication and Collaboration					
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above
3.CC.4 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. (E)	Read and Understand Inf. Text and Media	<i>Summative Only</i>			
3.CC.5 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Read and Understand Inf. Text and Media	<i>Summative Only</i>			
4.CC.3 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	Read and Understand Inf. Text and Media	<i>Summative Only</i>			



Checkpoint 3 Performance Level Descriptors: English/Language Arts

4.CC.4 Identify and use evidence a speaker provides to support particular points.	Read and Understand Inf. Text and Media	<i>Summative Only</i>			
5.CC.3 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	N/A	<i>This standard is not assessed on Indiana's Through-Year ILEARN Assessment.</i>			
6.CC.4 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Analyzing Inf. Text and Media	Identify details in an oral presentation or media source that support a given conclusion; OR Interpret one or more conclusions or details found in an oral presentation or media source.	Explain how a given detail from an oral presentation or media source contributes to a topic, text, or issue; OR Interpret a conclusion to be made from an oral presentation or media source, and provide supporting evidence.	Interpret one conclusion or detail found in an oral presentation or media source, and explain how it contributes to a given topic, text, or issue under study.	Interpret more than one conclusion or detail found in an oral presentation or media source, and explain how they contribute to a given topic, text, or issue under study.
7.CC.4 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study.	Analyzing Inf. Text and Media	Identify details in an oral presentation or media source that support a given main idea; OR Interpret one or more main ideas or supporting details found in an oral presentation or media source.	Explain how a given detail from an oral presentation or media source clarifies a topic, text, or issue under study; OR Identify one main idea in an oral presentation or media source, and provide supporting evidence.	Interpret one main idea or supporting detail in an oral presentation or media source, and explain how it clarifies a topic, text, or issue under study.	Interpret more than one main idea or supporting detail in an oral presentation or media source, and explain how they clarify a topic, text, or issue, under study.
8.CC.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the	Analyzing Inf. Text and Media	Identify the purpose of an oral presentation or media source; OR Identify evidence that supports a given motive	Determine one or more motives behind an oral presentation or media source; OR Identify the purpose of an oral	Explain how particular details in an oral presentation or media source contribute to its overall purpose or	Identify or explain the purpose of information presented in diverse media and formats, and determine the motive



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motives (e.g., social, commercial, political) behind its presentation.		behind an oral presentation or media source.	presentation or media source, and provide supporting evidence.	motive.	behind its presentation.
Standard	Reporting Category: Subdomain	Below	Approaching	At	Above
3.CC.8 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)	Read and Understand Inf. Text and Media	Checkpoint 2			
4.CC.7 Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)	Read and Understand Inf. Text and Media	Checkpoint 2			
5.CC.6 Review claims made in various types of media and evaluate evidence used to support these claims.	Read and Understand Inf. Text and Media	Checkpoint 2			
5.CC.7 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)	N/A	Checkpoint 2			
6.CC.8 Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)	Analyzing Inf. Text and Media	Identify evidence used to support a claim or issue presented in one or more media sources.	Identify specific evidence in media sources as accurate, relevant, or credible.	Use evidence from one media source to evaluate the accuracy, relevance, or credibility of a different media source.	Compare or contrast the accuracy, relevance, or credibility of different media sources, and provide supporting evidence.



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7.CC.8 Analyze the ways that the media use words and images to attract the public's attention. (E)	Analyzing Inf. Text and Media	Identify the target audience of a media source.	Identify or explain the persuasive techniques or rhetorical appeal(s) used in a media source to attract the public's attention toward a claim, issue, or event.	Identify the target audience of a media source, and identify or explain the persuasive techniques or rhetorical appeal(s) used to attract the public's attention toward a claim, issue, or event.	Compare or contrast the target audiences of more than one media source on the same topic, and identify or explain their use of persuasive techniques or rhetorical appeals.
8.CC.8 Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information. (E)	Analyzing Inf. Text and Media	Identify or explain the persuasive techniques or rhetorical appeal(s) used in a media source to attract the public's attention toward a claim, issue, or event.	Identify the target audience of a media source, and identify or explain the persuasive techniques or rhetorical appeal(s) used to attract the public's attention toward a claim, issue, or event; OR Identify or explain the use of false or misleading information.	Explain how persuasive techniques or rhetorical appeals are used in a media source to attract the public's attention toward a claim, issue, or event, and identify the use of false or misleading information.	Compare or contrast the target audiences of more than one media source on the same topic, and identify or explain their use of false or misleading information.