

Nebraska State Accountability Alternate Assessment of Reading (NeSA-AAR)
Performance Level Descriptor, Grade 4

Below Standards

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level reading skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task. Using basic strategies, the student may be able to:

- Identify meaning of words in isolation or in a sentence using illustrations
- Use a given text to answer yes/no questions about the main character
- Identify the meaning of text by choosing the first event in a sequence
- Identify the main character of a text or story
- Use text features to gain meaning using illustrations

Meets Standards

Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level reading skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present. Using a variety of strategies, the student can:

- Identify meaning of words in a given text using context clues and singular and plural nouns with illustrations
- Use a given text to answer yes/no questions about the main character and setting
- Identify the meaning of a text by choosing the first and last events in a sequence
- Identify author's purpose through the feelings of the reader
- Identify the main character or setting of a text or story
- Use text features (titles, illustrations, simple maps) to locate information

Exceeds Standards

Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level reading skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present. Using a variety of strategies, the student can:

- Identify meaning of words in a given text using context clues, singular and plural nouns, and by categorizing words and illustrations
- Use a given text to answer questions about the main character and setting
- Identify the meaning of text by sequencing three events in the correct order, as well as by citing the main idea
- Identify main character, setting, and main idea of a text or story
- Use text features (titles, illustrations, simple maps, graphs) to locate information