Kentucky Summative Assessment (KSA)
Performance Level Descriptors (PLDs)
Grade 3

Reading – Grade 3

Distinguished

A student performing at the Distinguished performance level for grade 3 Reading routinely reads closely by asking and answering questions and making logical inferences about a text to construct meaning. The student consistently demonstrates the ability to identify relevant explicit and implicit information from a summary to determine the theme or central ideas of a text. The student is skillful at describing the roles and relationships of individuals, events, and ideas of a text. The student consistently demonstrates an understanding of how parts of a text contribute to the overall structure. The student routinely identifies and describes how various perspectives shape the content of a text. The student is skillful at explaining how illustrations contribute to the meaning of a text. The student consistently determines the meaning of words and phrases in a text. The student is adept at explaining the relationship between information from two or more texts on the same topic.

Proficient

A student performing at the Proficient performance level for grade 3 Reading usually reads closely by asking and answering questions and making logical inferences about a text to construct meaning. The student often demonstrates the ability to identify relevant explicit and implicit information from a summary to determine the theme or central ideas of a text. The student accurately describes the roles and relationships of individuals, events, and ideas of a text. The student often demonstrates an understanding of how parts of a text contribute to the overall structure. The student usually explains how illustrations contribute to the meaning of a text. The student often determines the meaning of words and phrases in a text. The student often demonstrates the ability to explain the relationship between information from two or more texts on the same topic.

Apprentice

A student performing at the Apprentice performance level for grade 3 Reading sometimes reads closely by asking and answering questions and making logical inferences about a text to construct meaning. The student adequately demonstrates the ability to identify relevant explicit and implicit information from a summary to determine the theme or central ideas of a text. The student attempts to describe the roles and relationships of individuals, events, and ideas of a text. The student attempts to demonstrate an understanding of how parts of a text contribute to the overall structure. The student adequately explains how illustrations contribute to the meaning of a text. The student sometimes determines the meaning of words and phrases in a text. The student sometimes demonstrates the ability to explain the relationship between information from two or more texts on the same topic.

Novice
A student performing at the Novice performance level for grade 3 Reading demonstrates minimal ability to read closely by asking and answering questions and making logical inferences about a text to construct meaning. The student rarely demonstrates the ability to identify relevant explicit and implicit information from a summary to determine the theme or central ideas of a text. The student shows little ability to describe the roles and relationships of individuals, events, and ideas of a text. The student rarely demonstrates an understanding of how parts of a text contribute to the overall structure. The student minimally explains how illustrations contribute to the meaning of a text. The student rarely determines the meaning of words and phrases in a text. The student rarely demonstrates the ability to explain the relationship between information from two or more texts on the same topic.

Mathematics – Grade 3

Distinguished
A student performing at the Distinguished performance level for grade 3 Mathematics consistently makes sense of quantities and their relationships in problem situations. The student routinely demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student effectively interprets mathematical relationships. The student is adept at identifying key features and applying correspondences between multiple representations, such as multiplication and division, fractions, area arrays, and shapes.

Proficient
A student performing at the Proficient performance level for grade 3 Mathematics often makes sense of quantities and their relationships in problem situations. The student usually demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student generally interprets mathematical relationships. The student is adept at identifying key features and applying correspondences between multiple representations, such as multiplication and division, fractions, area arrays, and shapes.

Apprentice
A student performing at the Apprentice performance level for grade 3 Mathematics attempts to make sense of quantities and their relationships in problem situations. The student sometimes demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student interprets a few mathematical relationships. The student attempts to identify key features and apply correspondences between multiple representations, such as multiplication and division, fractions, area arrays, and shapes, but the results indicate a lack of clarity or a lack of consistency.

Novice

A student performing at the Novice performance level for grade 3 Mathematics displays little understanding of how to make sense of quantities and their relationships in problem situations. The student rarely demonstrates the ability to flexibly choose among methods and strategies to solve contextual and mathematical problems, understand and explain their approaches and produce accurate answers efficiently. The student interprets mathematical relationships ineffectively or inaccurately. The student minimally or inappropriately attempts to identify key features and apply correspondences between multiple representations, such as multiplication and division, fractions, area arrays, and shapes.