



English Language Arts Grade 4 Performance Level Descriptors

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Columbia, SC

South Carolina Department of Education
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Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Policy	The student Does Not Meet Expectations as defined by the grade-level content standards.	The student Approaches Expectations as defined by the grade-level content standards.	The student Meets Expectations as defined by the grade-level content standards.	The student Exceeds Expectations as defined by the grade-level content standards.
Range	The student needs substantial academic support to be on track for college and career readiness.	The student needs additional academic support to be on track for college and career readiness.	The student is prepared to be on track for college and career readiness.	The student is well prepared to be on track for college and career readiness.

Applications of Reading (AOR)

ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.1.1: Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	Attempt to explain how setting or conflict cause characters to change or how conflict(s) contributes to plot development.	Minimally explain how setting or conflict cause characters to change and/or how conflict(s) contributes to plot development.	Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	Explain in depth how setting and conflict cause characters to change and how conflict(s) contributes to plot development.
ELA.4.AOR.1.2: Determine and explain how figurative language impacts meaning and contributes to the reader's experience.	Attempt to determine and explain how figurative language impacts meaning or contributes to the reader's experience.	Determine and minimally explain how figurative language impacts meaning and/or contributes to the reader's experience.	Determine and explain how figurative language impacts meaning and contributes to the reader's experience.	Determine and explain in depth how figurative language impacts meaning and contributes to the reader's experience.

ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.2.1: Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.	Attempt to identify and explain an explicit or implied theme in a literary text.	Identify and minimally explain an explicit or implied theme and/or how it is developed by key details in a literary text.	Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.	Identify and explain in depth an explicit or implied theme and how it is developed by key details in a literary text.
ELA.4.AOR.2.2: Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.	Attempt to identify and explain a stated or implied central idea in an informational text.	Identify and minimally explain a stated or implied central idea and/or how it is developed by supporting details in an informational text.	Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.	Identify and explain in depth a stated or implied central idea and how it is developed by supporting details in an informational text.

ELA.AOR.3

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.3.1: a. Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain how different characters’ perspectives impact a literary text.	a. Attempt to compare or contrast the point of view from which different stories are narrated, including the difference between first person and third person; or b. attempt to explain how different characters’ perspectives impact a literary text.	a. Compare or contrast the point of view from which different stories are narrated, including the difference between first person and third person; and/or b. minimally explain how different characters’ perspectives impact a literary text.	a. Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain how different characters’ perspectives impact a literary text.	a. Compare and contrast in depth the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain in depth how different characters’ perspectives impact a literary text.

ELA.AOR.4

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.4.1: Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	Attempt to determine or explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	Determine and minimally explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	Determine and explain in depth how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.

ELA.AOR.5

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.5.1: Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	Attempt to compare or contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	Compare or contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	Compare and contrast in depth the structural elements of literary texts (e.g., narratives, dramas, and poems).
ELA.4.AOR.5.2: Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.	Attempt to explain how basic text features contribute to meaning in an informational text; attempt to identify the text structures of problem and solution, chronological, or compare and contrast.	Minimally explain how basic text features contribute to meaning in an informational text; inconsistently identify the text structures of problem and solution, chronological, and/or compare and contrast.	Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.	Explain in depth how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.
ELA.4.AOR.5.3: Explain an author's use of reasons and evidence to support a claim(s) in an informational text.	Attempt to explain an author's use of reasons or evidence to support a claim(s) in an informational text.	Minimally explain an author's use of reasons and/or evidence to support a claim(s) in an informational text.	Explain an author's use of reasons and evidence to support a claim(s) in an informational text.	Explain in depth an author's use of reasons and evidence to support a claim(s) in an informational text.

ELA.AOR.6

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.AOR.6.1: Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	Attempt to summarize a text to enhance comprehension. When summarizing, attempt to: a. include plot, theme, or relevant key details for a literary text; or b. include a central idea or relevant supporting details for an informational text.	Partially summarize a text to enhance comprehension. When summarizing, partially: a. include plot, theme, and/or relevant key details for a literary text; and/or b. include a central idea and/or relevant supporting details for an informational text.	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	[Meets Expectations is the highest level for this indicator.]

ELA.AOR.7

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. attempt to use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; or b. [classroom-based] c. attempt to consult print or digital reference materials to find the pronunciation, part of speech, or to determine or clarify the precise meaning of words and phrases. 	<p>Inconsistently determine the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies.</p> <ul style="list-style-type: none"> a. inconsistently use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; and/or b. [classroom-based] c. inconsistently consult print and digital reference materials to find the pronunciation, part of speech, or to determine the precise meaning of words and phrases. 	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.</p> <ul style="list-style-type: none"> a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; and b. [classroom-based] c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.8

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.AOR.8.1: Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. explain the meaning of commonly occurring similes, metaphors, and idioms; and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words. 	<p>Attempt to determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. attempt to distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); or b. attempt to explain the meaning of some commonly occurring similes, metaphors, or idioms; or c. attempt to demonstrate knowledge of relationships between words (e.g., synonyms and antonyms). 	<p>Inconsistently determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. inconsistently distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); and/or b. inconsistently explain the meaning of commonly occurring similes, metaphors, and/or idioms; and/or c. inconsistently demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words. 	<p>Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); and b. explain the meaning of commonly occurring similes, metaphors, and idioms; and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words. 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.9

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.AOR.9.1: Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.</p>	<p>Attempt to identify common Greek and Latin roots, base words, or affixes.</p>	<p>Inconsistently identify common Greek and Latin roots, base words, or affixes.</p>	<p>Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

Research (R)

ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.R.1.1: Conduct short research for inquiry by: a. generating a question about a topic; and b. examining a provided source.	Attempt to conduct short research for inquiry by: a. generating a question about a topic; or b. attempting to examine a provided source.	Conduct short research for inquiry by: a. generating a question about a topic; and/or b. examining a provided source.	Conduct short research for inquiry by: a. generating a question about a topic; and b. examining a provided source.	[Meets Expectations is the highest level for this indicator.]
ELA.4.R.1.2: Determine the credibility of a provided source.	Attempt to determine the credibility of a provided source.	Inconsistently determine the credibility of a provided source.	Determine the credibility of a provided source.	[Meets Expectations is the highest level for this indicator.]
ELA.4.R.1.3: Determine which information is relevant to the topic.	Attempt to determine which information is relevant to the topic.	Inconsistently determine information that is relevant to the topic.	Determine which information is relevant to the topic.	[Meets Expectations is the highest level for this indicator.]
ELA.4.R.1.4: Group related findings.	Attempt to group related findings.	Partially group related findings.	Group related findings.	[Meets Expectations is the highest level for this indicator.]

Written and Oral Communication (C)

ELA.C.1

Write arguments to support claims with clear reasons and relevant evidence.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.C.1.1: Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. 	<p>Write arguments that attempt to make a claim about a topic. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic or state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. 	<p>Write arguments that minimally make a claim about a topic. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic or state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. 	<p>Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. 	<p>Write arguments that skillfully make a claim about a topic. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.

ELA.C.2

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.C.2.1: Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section. 	<p>Write informative/explanatory texts that attempt to examine a topic and provide information. When writing, attempts to:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs or sections using transitional words and phrases to link ideas; d. use precise language or vocabulary to inform or explain about the topic; e. use or explain information from a provided source(s); and f. provide a concluding statement or section. 	<p>Write informative/explanatory texts that minimally examine a topic and provide information. When writing, minimally:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs or sections using transitional words and phrases to link ideas; d. use precise language or vocabulary to inform or explain about the topic; e. use or explain information from a provided source(s); and f. provide a concluding statement or section. 	<p>Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section. 	<p>Write informative/explanatory texts that skillfully examine a topic and provide information. When writing, skillfully:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section.

ELA.C.3

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.C.3.1: Write narratives developing real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events. 	<p>Write narratives that attempt to develop real or imagined experiences. When writing, attempts to:</p> <ul style="list-style-type: none"> a. establish a situation or setting; b. introduce a narrator or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use transitional words or phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events. 	<p>Write narratives that minimally develop real or imagined experiences. When writing, minimally:</p> <ul style="list-style-type: none"> a. establish a situation or setting; b. introduce a narrator or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use transitional words or phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events. 	<p>Write narratives developing real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events. 	<p>Write narratives that skillfully develop real or imagined experiences. When writing, skillfully:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.

ELA.C.4

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.4.C.4.1: Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. consult print and multimedia sources to check and correct spelling. 	<p>Attempt to write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing, attempts to:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. [classroom-based] 	<p>Inconsistently write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing, inconsistently:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. [classroom-based] 	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. [classroom-based] 	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.C.5

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.4.C.5.1: Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Attempt to improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	Minimally improve writing by planning, revising, editing, and building on personal ideas to strengthen writing.	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	[Meets Expectations is the highest level for this indicator.]