



**State of Texas Assessments of Academic Readiness (STAAR™)  
Performance Level Descriptors  
Grade 3 Reading**

**Performance Level Descriptors**

**When reading texts of increasing complexity,\* students achieving Level III: Advanced Academic Performance can**

- Analyze a variety of literary texts by drawing conclusions about the interaction of characters and the changes they undergo
- Recognize how the structural elements of literary texts affect meaning
- Recognize how cause-and-effect relationships are used to present ideas in expository texts
- Make complex inferences within literary and informational texts, supporting those inferences with relevant textual evidence

**When reading texts of increasing complexity,\* students achieving Level II: Satisfactory Academic Performance can**

- Determine the meaning of unfamiliar and multiple-meaning words using context, prefixes, suffixes, and roots
- Demonstrate an understanding of how the author's use of sensory language creates imagery
- Analyze a variety of literary texts by identifying the theme, determining the order and importance of the plot's main events and summarizing the plot, and describing the interaction of characters
- Demonstrate an understanding of expository texts by identifying the author's purpose, summarizing the text in ways that maintain meaning, and using multiple text features to locate information that supports meaning
- Make reasonable inferences about literary and informational texts, supporting those inferences with relevant textual evidence

**When reading texts of increasing complexity,\* students achieving Level I: Unsatisfactory Academic Performance can**

- Determine the meaning of unfamiliar words using explicit context
- Demonstrate a literal understanding of literary and expository texts
- Make plausible inferences about literary and expository texts

\* Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structures may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas.