

Grade 3 Reading

The grade 3 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,200 words long and some passages may be paired with other, related passages. Literary text at this grade includes realistic fiction, animal stories, drama, folktales, fables, biography, and poetry. Informational text includes nonfiction trade book excerpts and children's magazine articles. Everyday text includes charts, schedules, menus, tickets, product labels, safety notices, school-related texts, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 466 and above

At the beginning of the year, third-grade students performing at the Advanced level use a variety of grade-appropriate strategies to determine the meaning of words and to understand what they have read. When reading both literary and informational texts, students are able to recall and interpret stated information, and they can make simple inferences, draw conclusions, and make predictions about what events or ideas may be included if a text were continued or changed. Students demonstrate their overall comprehension of a text by making simple connections between two texts or between a text and real-world situations or common experiences. In general, students at the Advanced level easily comprehend a variety of grade-level texts and apply reading strategies effectively to make meaning.

Proficient

Score range: 430–465

At the beginning of the year, third-grade students performing at the Proficient level routinely use several reading strategies to comprehend what they have read. When reading a variety of grade-level texts, students understand stated information and details, and their ability to analyze and interpret literary text is sufficient to demonstrate that they understand what they have read. Students at this level are likely to use prior knowledge to make some connections between text and other situations or common experiences. Overall, students at this level sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 394–429

At the beginning of the year, third-grade students performing at the Basic level have some reading strategies that are generally effective in helping them understand grade-level texts. When reading a variety of on or below grade-level texts, they are able to identify stated information and recall explicitly-stated details. Students at this level are able to make limited predictions about the text or superficial connections within a text or between the text and common experiences. During classroom instruction, students at this level may demonstrate general understanding of below grade-level texts but need assistance to comprehend grade-level texts.

Minimal Performance

Score range: 393 and below

At the beginning of the year, third-grade students performing at the Minimal Performance level have limited reading strategies and, in general, have difficulty understanding simple, grade-level texts. They are able to locate some stated information and details. Students at this level are likely to be reading only a portion of a text, over-relying on prior knowledge to create meaning, using picture clues, or guessing in order to answer questions. During classroom instruction students may have some success with understanding, analyzing, and extending below grade-level texts. Students scoring at this level are often emerging readers and need a significant amount of assistance to understand text, or they may be non-readers.