

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 strategies to determine the meaning of words and to understand what they have read. They are able to use both stated and implied context clues to determine the meaning of unfamiliar and multiple-meaning words in a variety of texts as well as identify and interpret the meaning of similes and language used figuratively. They use grammar features to help them understand words, such as recognizing and using regular plural, singular possessive, and irregular plural forms of familiar nouns. They also are skilled at using parts of a reference book to locate words and their meaning or to find information.

When reading both literary and informational texts, third-grade students performing at this level are able to recall and interpret stated details and recall the order of stated events or steps in a process. They can identify how information is organized and summarize the main idea or central message of a text. Their ability to analyze text is evident. They can make simple inferences about characters' motives based on their actions or explain how a character changes from the beginning to the end of a story and provide general, text-based information to support the explanation. They can make inferences based on stated information and infer cause and effect relationships. Additionally, they can draw conclusions and make predictions about what events or ideas may be included if a text were continued or changed.

Students are able to infer an author's purpose for writing a text and identify a purpose for reading a text. Students at this level can analyze an author's use of figurative language in a variety of texts and make simple judgments about the purpose for or effect of the author's use of specific words or phrases. 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. They readily identify the meaning of familiar words and phrases as well as common synonyms and antonyms. They use context clues to determine the meaning of multiple-meaning words and to identify the meaning of common or familiar figurative language expressions. They recognize the meaning of common contractions, possessive forms of nouns, compound words, and common regular and irregular plural nouns. Additionally, they use a dictionary to locate words and their meaning.

When reading a variety of grade-level texts, students are able to recall stated information and details. They can recall and describe characters, plot, and sequence of events. When explaining what they have read, they can provide partial, limited text-based information as support that may, however, reveal some misconceptions. Students' ability to analyze and interpret literary text is sufficient to demonstrate that they understand what they have read. They can infer a character's traits from actions or identify how a character changes from the beginning to the end of a story based on stated information, and they can compare stated ideas or concepts.

Students at this level are likely to use prior knowledge to make some connections between text and other situations or common experiences. They also are able to identify the author's purpose in a variety of texts and identify the general effect of an author's use of specific words or phrases. 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. They are able to recognize the meaning of familiar words and phrases as well as common synonyms or antonyms of grade-level and below grade-level words. They can use explicit context clues to determine the meaning of unfamiliar words or phrases or determine which meaning of a multiple-meaning word is used. They have word-building skills that assist with understanding text, such as identifying simple plural and possessive forms of nouns or recognizing the meaning of compound words and

contractions. In addition, they are able to use a picture dictionary to locate a word and its meaning.

When reading a variety of on grade or below grade-level texts, they are able to identify the stated setting or problem in a literary text and recall explicitly-stated details about the topic of an informational text. They can locate and recall the first event in explicitly-stated sequence. In addition, they can locate text features, such as titles and headings, and make limited predictions based on the text feature. 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. They have an emerging sense of author's purpose and are able to attempt to identify an author's purpose for writing a basic literary or informational text. In general, students at this level have difficulty understanding grade-level texts and reveal misconceptions about what they have read. During classroom instruction, they 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 use picture clues and some context clues to determine the meaning of grade-level words or phrases. They use some text features, such as picture clues or titles and headings to identify the setting or to make simple predictions about the text. They are able to locate stated events or identify the names of characters and a few of their traits or actions in literary text. 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.