

## 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. *The descriptions provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
Advanced  466 and above	<p><b>At the beginning of the year, students at the Advanced level demonstrate in-depth understanding of academic knowledge and skills tested on the WKCE-CRT by:</b></p> <ul style="list-style-type: none"> <li>▪ using context clues to determine the meaning of unfamiliar words in grade-level literary and informational text.</li> <li>▪ interpreting the meaning of similes and understanding the meaning of words when used figuratively.</li> <li>▪ recognizing regular plural, singular possessive, and common irregular plural forms of nouns.</li> <li>▪ defining the meaning of compound words and forming contractions.</li> <li>▪ identifying and using parts of a reference book to locate and determine word meaning.</li> <li>▪ recalling and interpreting details stated in literary and informational text.</li> <li>▪ recalling the first, middle and last events in an explicitly stated sequence in a literary text.</li> <li>▪ recalling the steps in an explicitly-stated sequence or steps in a process in informational text.</li> <li>▪ summarizing the main idea of a literary text or the implied main idea of an informational text.</li> <li>▪ making simple inferences about characters’ motives based on their actions or explaining how a character changes from the beginning to the end, and using details from the text to support the explanation.</li> <li>▪ making inferences based on information in informational text.</li> <li>▪ inferring cause and effect relationships based on information in a text.</li> <li>▪ determining a purpose for reading an informational text.</li> <li>▪ drawing conclusions about characters in a literary text and providing general text-based information to support the conclusion.</li> <li>▪ drawing conclusions or making predictions about information included in a text based on the table of contents.</li> <li>▪ identifying the organizational pattern of an informational text.</li> <li>▪ making generalizations and drawing conclusions based on information in everyday texts and making</li> </ul>

<b>WKCE-CRT Performance Level Descriptions and Scale Score Ranges</b>	
	<p>predictions about what events a literary or ideas an informational text may include if it were extended or changed.</p> <ul style="list-style-type: none"> <li>▪ inferring an author’s likely purpose for writing a text.</li> <li>▪ making predictions based on information in a text.</li> <li>▪ drawing conclusions based on a comparison or contrast of information in a text.</li> <li>▪ extending ideas or concepts in a text to other situations.</li> <li>▪ making connections between two texts or between a text and real-world or common situations.</li> <li>▪ analyzing an author’s use of figurative language in texts.</li> <li>▪ making simple judgments about the purpose of or effect of the author’s use of specific words or phrases.</li> </ul>
<p>Proficient 430–465</p>	<p><b>At the beginning of the year, students at the Proficient level demonstrate competency in the academic knowledge and skills tested on the WKCE-CRT by:</b></p> <ul style="list-style-type: none"> <li>▪ identifying the meaning of familiar words or phrases.</li> <li>▪ using context clues to determine the meaning of unfamiliar words in literary and informational text.</li> <li>▪ identifying the meaning of common contractions and compound words.</li> <li>▪ recognizing regular and common plural and singular, common possessive forms of nouns.</li> <li>▪ identifying parts of a reference book related to word meaning and which dictionary guide words would be on the same page as a specific word.</li> <li>▪ using a table of contents to locate information on a specific topic.</li> <li>▪ identifying the stated setting of a literary text.</li> <li>▪ identifying rhyming words in a poem.</li> <li>▪ recalling events or information stated in grade-level literary and informational texts.</li> <li>▪ describing characters’ traits and their actions.</li> <li>▪ drawing conclusions about characters based on their actions or other stated information and providing partial, limited text-based information to support the conclusion.</li> <li>▪ identifying how a character changes from the beginning to the end, based on stated information.</li> <li>▪ identifying the narrator in an informational text.</li> <li>▪ making inferences based on picture clues.</li> <li>▪ making basic connections between two grade-level informational texts or between a text and real-world or common experiences.</li> <li>▪ comparing or contrasting stated ideas or concepts in grade-level informational or everyday text.</li> <li>▪ identifying the effect achieved by the author’s use of specific words or phrases.</li> </ul>

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<p><b>Basic</b></p> <p>394–429</p>	<p><b>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</b></p> <ul style="list-style-type: none"> <li>▪ recognizing the meaning of familiar words or phrases.</li> <li>▪ recognizing common synonyms and antonyms to determine word meaning.</li> <li>▪ using picture and context clues to determine the meaning of familiar words in text.</li> <li>▪ using explicit context clues to determine the meaning of multiple-meaning familiar words or phrases.</li> <li>▪ identifying simple plural and possessive forms of nouns.</li> <li>▪ recognizing the meaning of simple compound words and contractions.</li> <li>▪ using a picture dictionary to locate a word and its meaning.</li> <li>▪ identifying the stated setting or problem of a basic on-grade or below grade-level literary text.</li> <li>▪ identifying the purpose of a table of contents.</li> <li>▪ locating text features, such as titles, headings, illustrations and other graphics.</li> <li>▪ identifying stated details in a basic on or below grade-level informational text.</li> <li>▪ locating the first event in an explicitly stated sequence in a grade-level literary text.</li> <li>▪ using knowledge of rhyming patterns in poetry to attempt to identify examples of rhyming words.</li> <li>▪ making simple or limited connections within a basic on-grade or below grade-level text or between the text and common experiences.</li> <li>▪ making basic predictions based on text features (e.g., title, headings) or pictures.</li> <li>▪ attempting to identify an author’s purpose for writing a simple literary or informational text.</li> <li>▪ making simple extensions of information in a text.</li> </ul>
<p><b>Minimal Performance</b></p> <p>393 and below</p>	<p><b>At the beginning of the year, students at the Minimal Performance level demonstrate limited academic knowledge and skills tested on the WKCE-CRT by:</b></p> <ul style="list-style-type: none"> <li>▪ using picture or other clues to determine the meaning of simple words or phrases or unfamiliar words.</li> <li>▪ identifying stated characters in simple and below grade-level text.</li> <li>▪ using picture clues to identify setting.</li> <li>▪ locating an event stated in a simple literary text.</li> <li>▪ locating the title and author of an informational text.</li> <li>▪ locating the table of contents in an informational text.</li> <li>▪ making a simple prediction about a text based on the title or pictures.</li> <li>▪ attempting to make personal connections to a simple or below grade-level text.</li> </ul>