

## Grade 4 Reading

The grade 4 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: 489 and above

At the beginning of the year, fourth-grade students performing at the Advanced level consistently apply a variety of word-identification strategies to understand both familiar and unfamiliar words, and they use dictionary skills to locate and analyze words and their meaning. Students performing at this level are able to identify and summarize the main idea and stated, supporting details. They demonstrate a thorough understanding of a text by making inferences based on text features or information and inferring similarities or differences between ideas or concepts. Students also demonstrate their understanding of grade-level texts by making predictions supported by some text-based information and by making connections within a text and comparisons across two texts, and they use limited or general text-based details to justify the comparison.

### **Proficient**

Score range: 440-488

At the beginning of the year, fourth-grade students performing at the Proficient level frequently apply a variety of word-identification strategies to understand words and phrases. They demonstrate a sufficient understanding of a variety of grade-level texts by identifying story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. Students demonstrate more than just literal comprehension by identifying implied themes and implied meanings of information. They make inferences and predictions using both text and visual information and support a summary of what they read with mostly accurate text-based information. Students demonstrate their ability to comprehend a variety of grade-level texts by making connections among ideas within a text as well as between text information and other texts or common experiences.

### **Basic**

Score range: 396-439

At the beginning of the year, fourth-grade students performing at the Basic level have some word-identification strategies but may not always apply them effectively. They demonstrate a general

but incomplete understanding of text. When reading literary texts, they can identify stated information and summarize stated ideas and recall some details. Students performing at this level are able to do some analytic tasks with simple grade-level or below grade-level texts. In general, students at this level have difficulty understanding grade-level texts. While they demonstrate some literal comprehension, they have limited ability to comprehend implied ideas. However, during classroom instruction, they may have success when reading simple or below grade-level texts independently or if provided assistance and support while reading grade-level texts.

**Minimal Performance**

Score range: 395 and below

At the beginning of the year, fourth-grade students performing at the Minimal Performance level have some word-identification strategies, but they are limited by their insufficient decoding strategies to be able to use many other strategies. Students at this level demonstrate limited literal comprehension of grade-level texts. They can identify the stated main idea of a text, locate stated events or details, or recall at least the first event in a stated sequence of events. They are able to make basic but limited inference, but their attempts to make connections or predictions are likely to be based more on prior knowledge rather than on text-based information. Students performing at this level are typically emerging readers and may have difficulty with grade-level texts. During classroom instruction, they may understand below grade-level text at their independent level or simple, grade-level text if provided assistance.