

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 vocabulary. They use both context clues and prior knowledge to determine the meaning of unfamiliar and multiple-meaning words as well as phrases used figuratively. They apply knowledge of word structure, such as roots and affixes, and grammar and usage features, such as contractions and verb tense, to understand familiar and unfamiliar words. Additionally, they interpret the meaning of compound words or infer the effect of using compound words to convey specific ideas. They also use dictionary skills to locate and analyze words and their meaning.

When reading a variety of grade-level texts, fourth-grade students performing at this level are able to identify and summarize the main idea and stated, supporting details. They are able to recall characters, details, and events in literary text and identify the sequence of events or steps in a process in a variety of texts. Additionally, they can identify stated and implied cause and effect relationships between story events and a character's actions or emotions, or the connection between a character's traits and words or actions. Students also are able to identify and interpret relationships among ideas or concepts in text, including cause and effect and comparison and contrast, and they can distinguish between statements of fact or opinion. Students at this level 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 at this level are broadening their understanding of types of texts and are able to explain why a given text is an example of poetry, fiction, or nonfiction by identifying a distinguishing characteristic. Students are able to infer an author's purpose for writing a text and identify specific details as evidence. Students' analytic and evaluative skills are evident by their ability to infer the meaning of figurative expressions and the impact of an

author's use of specific words or phrases on meaning. 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 use context clues and prior knowledge to determine the meaning of familiar and multiple-meaning words in a variety of texts. They use grammar and usage features such as contractions and verb tense, or word structure, such as affixes, roots, and compound words to understand the meaning of words and phrases. They also are able to identify the meaning of common or familiar figurative language expressions.

Students at this level demonstrate a sufficient understanding of a variety of grade-level texts. They can identify story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. Additionally, they are able to recall stated main ideas, details, and events and complete a graphic organizer to represent the sequence of events. 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. They are able to draw conclusions about story elements and summarize ideas in a text and support the summary with mostly accurate text-based information. Additionally, they can recall, organize, and compare information in more than one text.

Students performing at this level are able to identify a purpose for reading a variety of texts and can identify distinguishing characteristics of different types of text. They recognize how an author uses literary techniques, such as familiar figurative expressions, to convey ideas. 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 are able to identify and use some word-structure or grammar features to make meaning. For example, they can use common root words and affixes to understand familiar words, and they understand the meaning of familiar idiomatic expressions and common sayings as used in a grade-level text. They also use dictionary skills to locate words and their meaning.

Students at this level demonstrate a general but incomplete understanding of text. When reading literary texts, they can identify stated information about story elements, such as characters, setting, and major events. When reading simple, grade-level informational text, they can identify and summarize the stated main idea and recall some supporting details. They are able to recall some events in a sequence, facts and opinions, or comparisons and contrasts in simple, grade-level texts. Students performing at this level are able to do some analytic tasks with simple grade-level or below grade-level texts, such as identifying an author's purpose, summarizing ideas, drawing conclusions, or making simple predictions or limited connections among ideas within the text. 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. During classroom instruction, however, 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 very limited comprehension strategies. They are able to use obvious context, visual, and grammatical clues to determine the meaning of words or phrases in some grade-level texts, and they understand that affixes change the meaning of words. However, they are limited by their insufficient decoding strategies to be able to use other word-identification 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 inferences about story elements in literary texts or ideas and concepts in informational texts. Additionally, their attempts to make connections or predictions are likely to be

based more on prior knowledge 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.