

## 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. *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  489 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 and prior knowledge to determine the meaning of unfamiliar words, multiple-meaning words, or words and phrases used figuratively.</li> <li>▪ applying word structure such as affixes, grammar features such as contractions and verb tense, and usage to determine the meaning of words and phrases.</li> <li>▪ interpreting the meaning of compound words or inferring the effect of their use on conveying ideas.</li> <li>▪ applying dictionary skills to locate and analyze words.</li> <li>▪ recalling stated information in a variety of texts.</li> <li>▪ recalling and identifying characters, details, and events in a literary text.</li> <li>▪ identifying stated and implied cause-effect relationships in informational text.</li> <li>▪ identifying stated and implied cause-effect relationships in literary text, such as between events and character actions or emotions or between character traits and words or actions.</li> <li>▪ identifying the sequence of events or steps in a process in informational or literary text.</li> <li>▪ drawing conclusions from literary texts, including poetry, regarding setting, characters, or the speaker or narrator.</li> <li>▪ inferring the main idea of an informational text.</li> <li>▪ making inferences based on text features or information and identifying details that support an inference or conclusion.</li> <li>▪ identifying implied similarities or differences between ideas or concepts in informational text.</li> <li>▪ explaining why a given text is an example of poetry, fiction, or nonfiction by identifying a distinguishing characteristic of the genre as it applies to the text.</li> <li>▪ making connections within and beyond a text or inferences and/or predictions from text, using text-based</li> </ul>

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	<p>information.</p> <ul style="list-style-type: none"> <li>▪ identifying an author’s purpose and providing a general explanation that supports the purpose.</li> <li>▪ distinguishing among statements of fact or opinion in a text.</li> <li>▪ comparing information across two texts and using limited or general text-based details to justify the comparison.</li> <li>▪ comparing or contrasting the author’s purpose in two texts.</li> <li>▪ interpreting or inferring the meaning of figurative expressions and the impact of an author’s use of specific words or phrases on meaning.</li> </ul>
<p>Proficient 440–488</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>▪ using context clues and prior knowledge to determine the meaning of familiar and multiple-meaning words.</li> <li>▪ identifying synonyms of familiar words.</li> <li>▪ using grammar features such as contractions, verb tense, and usage or word structure, such as affixes, roots, and compound words to understand the meaning of words.</li> <li>▪ identifying story elements in a text.</li> <li>▪ recalling stated main ideas, details, and events in literary and informational text.</li> <li>▪ identifying stated cause and effect relationships or comparisons and contrasts in a text.</li> <li>▪ completing a graphic organizer to represent the sequence of events in a literary text.</li> <li>▪ identifying the implied theme of a literary text</li> <li>▪ interpreting the implied meaning of information stated in a text.</li> <li>▪ summarizing ideas in a text and supporting the summary with text-based information.</li> <li>▪ drawing conclusions about story elements.</li> <li>▪ identifying a purpose for reading an informational or literary text.</li> <li>▪ identifying distinguishing characteristics of different genres.</li> <li>▪ making inferences and/or predictions using both text and visual information.</li> <li>▪ making general connections between information in a text and another text or common experiences.</li> <li>▪ recalling, organizing, and comparing information in more than one text.</li> <li>▪ interpreting the meaning of a familiar figurative expression as used in a text.</li> </ul>
<p>Basic 396–439</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>▪ identifying the meaning of or synonyms of simple or below grade-level words.</li> </ul>

<b>WKCE-CRT Performance Level Descriptions and Scale Score Ranges</b>	
	<ul style="list-style-type: none"> <li>▪ identifying basic grammar features to make meaning and using familiar affixes to understand vocabulary.</li> <li>▪ using basic dictionary skills to locate words and their meaning.</li> <li>▪ identifying the meaning of simple idiomatic expressions and common sayings.</li> <li>▪ locating or recalling stated details in a basic literary text.</li> <li>▪ identifying the stated main idea of a basic, informational passage and recalling a detail that supports a stated main idea.</li> <li>▪ locating facts and opinions, or comparisons and contrasts in a basic, grade-level or below grade-level text.</li> <li>▪ summarizing ideas within a simple text.</li> <li>▪ using visual and structural clues to make basic inferences from informational text.</li> <li>▪ identifying the type of text and a distinguishing characteristic.</li> <li>▪ making limited, accurate connections or predictions based on stated information in a below grade-level text.</li> <li>▪ identifying an author's purpose for writing a grade-level or below grade-level text.</li> </ul>
<p><b>Minimal Performance</b></p> <p>395 and below</p>	<p><b>At the beginning of the year, students at the Minimal Performance level demonstrate very limited academic knowledge and skills tested on the WKCE-CRT by:</b></p> <ul style="list-style-type: none"> <li>▪ using clear context clues, illustrations, graphics, and grammar features to determine the meaning of words.</li> <li>▪ recognizing that affixes change the meaning of words.</li> <li>▪ identifying characters and recalling a few events in a literary text.</li> <li>▪ identifying the stated main idea of a simple text.</li> <li>▪ locating a stated detail in a simple, below grade-level text.</li> <li>▪ using prior knowledge, more than text information, to respond to questions about a text.</li> <li>▪ recalling the first event in a stated sequence of events in a simple text.</li> <li>▪ interpreting familiar or simple descriptive or figurative language in a text.</li> <li>▪ drawing simple conclusions from below grade-level text.</li> <li>▪ making limited connections within or predictions from the text that may be informed more by prior experience than by text-based information.</li> <li>▪ making limited inferences about story elements in literary texts or ideas and concepts in informational texts.</li> </ul>