

## Grade 10 Reading

The grade 10 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passages may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes short stories, novel excerpts, drama, biography, autobiography, and poetry. Informational text includes articles, brochures, editorials, essays, memoirs, speeches, reviews, interviews, and critiques. Everyday text includes charts, schedules, forms, timelines, applications, coupons, consumer product labels or information, product use or warning labels, safety notices, technical instructions, brochures, advertisements, warranties, and trouble-shooting guides. Each performance level presumes mastery at previous levels.

### **Advanced**

Score range: 555 and above

At the beginning of the year, tenth-grade students performing at the Advanced level consistently use a variety of effective word-identification strategies and use an on grade-level and above grade-level reading vocabulary to understand a variety of grade-level texts. They easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. Students identify stated and implied ideas, summarize key points or ideas, distinguish among details that are more or less important to the central idea, and infer the organizational pattern used in a portion of the text or throughout. They make inferences about an author's style, use of language, effect of word choice, and techniques used to appeal to the reader. Additionally, they make connections between the texts or between the texts and real-world situations and common experiences. In general, students at the Advanced level have a well-developed repertoire of sophisticated comprehension strategies and skills and effectively apply critical thinking skills to comprehend a variety of grade-level and above grade-level texts at literal, inferential, and evaluative levels.

### **Proficient**

Score range: 503–554

At the beginning of the year, tenth-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. They can identify an implied central message and details that support or reveal the central idea. Students at this level are able to identify an author's general style or the tone conveyed in a portion of text. They can draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. They connect or extend concepts in text to a new situation, themselves, or real-world experiences. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts at literal, inferential, and evaluative levels. They easily recognize and thoroughly analyze important ideas and make

connections among ideas to demonstrate comprehension.

**Basic**

Score range: 456–502

At the beginning of the year, tenth-grade students performing at the Basic level have reading vocabulary that is below grade-level and use some word-identification strategies effectively. They identify a stated or implied main idea and details that support the main idea and make simple inferences and generalizations about the topic. They summarize information and provide limited text-based details to support the summary. Students at this level demonstrate their overall understanding of text by making predictions or extending ideas beyond the stated information by making connections between a text and real-world or common experiences. In general, students at the Basic level demonstrate a general understanding of text at the literal level and partial comprehension at an inferential or evaluative level. Students may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or with grade-level texts if given assistance.

**Minimal Performance**

Score range: 455 and below

At the beginning of the year, tenth-grade students performing at the Minimal Performance level have a limited variety of word-identification and comprehension strategies that they can apply effectively and much of their reading vocabulary is below grade-level. When reading a variety of texts, students at this level are able to identify stated information, use details to sequence events, make simple inferences, and summarize a key point or message in the text. They can identify an author's purpose for writing a text and a purpose for reading. When analyzing a text and the author's style or craft, students identify a clearly expressed or explicitly stated point of view and the meaning of simple figurative language. In general, students at the Minimal Performance level demonstrate comprehension of text at a literal level and partial comprehension at inferential and evaluative levels. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more complete comprehension when reading below grade-level texts. They may be able to use a wider range of analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.