

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 use context clues to determine the meaning of unfamiliar words and language used figuratively. They use information about root words, affixes, word origins, and usage to determine the meaning of words. Additionally, they are able to use a dictionary entry and context clues to determine which meaning of a multiple-meaning word is used in a text, including if the meaning used is uncommon or unfamiliar.

Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. When reading literary texts, students at this level identify relationships among story elements and draw conclusions about characters based on information in a portion of or throughout a text. They make inferences about point of view and characters' attitudes and experiences. Students at this level are able to analyze and explain how a poet uses contrasts to develop a central theme and use text-based details to support the explanation. When reading informational texts, students identify stated and implied main ideas, summarize key points or ideas, distinguish among details that are more or less important to the main idea, and infer the organizational pattern used in a portion of the text or throughout. They use text features, such as graphics, to derive meaning and explain how such features contribute to understanding the information. In addition, students at this level are able to organize information in a text into chronological or procedural order.

When reading either literary or informational text, students make inferences about an author's style, use of language, effect of word choice, and techniques used to appeal to the reader. They

identify and analyze an author's point of view and the tone conveyed in a text. They also analyze persuasive techniques used and their intended purpose or effect and identify bias or propaganda in text. Students' analytic skills include the ability to evaluate the reliability of sources or determine an appropriate method for evaluating the credibility of information. When comparing texts, students can identify similar themes and points of view. 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 use context clues to determine the meaning of unfamiliar words, or which meaning of a multiple-meaning word is used, as well as interpret the meaning of words and phrases used figuratively, including in poetry. Additionally, students use affixes to determine the meaning of unfamiliar words and use a dictionary or thesaurus entry and context clues to determine the meaning of an unfamiliar or multiple-meaning word.

When reading literary texts, students at this level can identify an implied theme or central message and identify details that support or reveal the theme. They analyze a text to identify one or more conflicts that are central to a text and analyze implied cause and effect relationships or the impact of events on the narrator or characters. When reading informational texts, students identify stated or implied main ideas, identify supporting details and distinguish between fact and opinion or between important and unimportant details. Students also sequence stated events or steps in a process and use a graphic organizer to recall and sequence events. They use text features such as tables, charts, or diagrams to locate and identify a main idea or supporting details.

When reading either literary or informational texts, students at this level are able to identify an author's general style or the tone conveyed in a portion of text. In addition, they can analyze an author's style by inferring a purpose for making specific word choices or for including certain ideas or images in a text,

including poetry. They identify phrases or sentences that reveal a specific purpose or create a given effect. Students are able to draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. They identify stated or implied cause and effect relationships or comparisons and contrasts as well as implied bias and propaganda. Students are able to connect or extend concepts in an informational 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 use context clues to determine the meaning of unfamiliar words and figurative language as used in a text. They use knowledge of prefixes, suffixes, root words, and origins to determine the meaning of words, and they are able to identify how word meaning changes when frequently used affixes are added. Additionally, they use a dictionary to determine the meaning of unfamiliar words used in a text.

When reading literary texts, students at this level identify a common or familiar theme, identify story elements, and infer a character's attitude. They can also draw basic conclusions from stated information about story elements. When reading informational texts, students at this level identify a stated or implied main idea and details that support the main idea and make simple inferences and generalizations about the topic. Students are able to identify information conveyed through visual text features.

When reading either literary or informational text, students at the Basic level identify the sequence of stated information as well as information conveyed through visual text features. They are able to summarize a main idea or central message and provide limited text-based details to support the summary. They can make generalizations about the text, make simple inferences, and draw simple conclusions from text features. Students at this level make inferences about how an author organizes ideas and about basic aspects of an author's style, use of language or simple rhetorical devices, and the presence of obvious bias or propaganda. 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. They identify the meaning of familiar or below grade-level words and phrases and use clear context clues, illustrations, and graphics to determine the meaning of unfamiliar words or phrases and familiar similes in a variety of grade-level texts. They understand the meaning of words with familiar roots and affixes and can identify how the meaning of a word changes when an affix is added. Students use a dictionary to locate a word and its meaning.

When reading literary texts, students at this level are able to identify stated information about story elements, use details to sequence events, and make simple inferences. When reading informational and everyday texts, they identify the topic and stated main idea, recall stated information, and summarize a key point or message in the text. They use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences based on the text features.

When reading either literary or informational texts, students at this level can identify an author's purpose for writing a text and a purpose for reading. They are able to sequence events and complete a graphic organizer to represent the sequence of major events or steps in a process. They also can locate first and last events in an explicitly stated sequence in a text and identify important points or details. 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 a familiar simile or metaphor as it is used in the text. Students at this level demonstrate their general comprehension of text by providing a general or brief summary, making limited connections between a text and common experiences and draw limited or basic

conclusions based on stated information.

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.