

## 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, and technical instructions, brochures, advertisements, warranties, trouble-shooting guides. 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<br><br>555 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>▪ interpreting the meaning of figurative language as used in a poem.</li> <li>▪ using context clues to determine the meaning of unfamiliar words and determining which meaning of a multiple-meaning word is used in a text.</li> <li>▪ using and extending knowledge of root words, affixes, word origins, and word usage to determine the meaning of words in context.</li> <li>▪ using a dictionary entry and context clues to determine the meaning of a multiple-meaning word as used in a text, particularly when the definition used is less common or unfamiliar.</li> <li>▪ identifying stated relationships among story elements and drawing conclusions about characters based on stated information in a portion of or throughout a text.</li> <li>▪ identifying stated information about main ideas and supporting details in informational text.</li> <li>▪ using text features, such as tables, charts, or diagrams, to locate and identify a main idea or supporting details and explaining how they contribute to understanding information in a text.</li> <li>▪ organizing information in a text into chronological or procedural steps from information in a text that is either not explicitly stated or clearly sequenced.</li> <li>▪ using stated, sequential information, extend the sequence or draw conclusions.</li> <li>▪ making inferences about point of view and characters' attitudes and experiences in literary text.</li> <li>▪ analyzing and explaining how a poet uses contrasts to develop a central theme and using text-based details to support the explanation.</li> <li>▪ making inferences by comparing graphics and headings in everyday texts, such as promotional advertising.</li> </ul> |

| <b>WKCE-CRT Performance Level Descriptions and Scale Score Ranges</b> |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>▪ summarizing a main idea in an informational text and providing relevant text-based details to support the summary.</li> <li>▪ identifying the organizational pattern in an informational text.</li> <li>▪ inferring the author's purpose in presenting certain information in an everyday text, such as a news article.</li> <li>▪ inferring the main idea of a portion of an informational text or the entire text.</li> <li>▪ distinguishing among relatively more or less important details that support a main idea.</li> <li>▪ identifying how one text is similar to another genre.</li> <li>▪ making inferences about an author's style or techniques used to appeal to the reader.</li> <li>▪ inferring a tone conveyed in a poem or everyday text.</li> <li>▪ interpreting figurative language and imagery used in poetry.</li> <li>▪ analyzing an author's point of view.</li> <li>▪ comparing how two poems share a similar theme and using relevant text-based details to support the comparison.</li> <li>▪ analyzing how two poets share a similar point of view toward a topic.</li> <li>▪ summarizing major events in a literary text and providing thorough, text-based details to support the summary.</li> <li>▪ making inferences from text and identifying statements supported by information in a text.</li> <li>▪ analyzing an author's point of view, use of language, and effect of word choice.</li> <li>▪ determining an appropriate method for evaluating the credibility of information in a text.</li> <li>▪ analyzing persuasive techniques and their intended purpose and effect.</li> <li>▪ evaluating bias or propaganda in language.</li> <li>▪ evaluating the reliability of sources.</li> <li>▪ evaluating how the author's choice of language serves a specific purpose or creates an intended effect.</li> </ul> |
| <p>Proficient</p> <p>503–554</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 to determine the meaning of unfamiliar words.</li> <li>▪ interpreting the meaning of words and phrases used figuratively in poetry.</li> <li>▪ using knowledge of root words, affixes, and word origins to determine the meaning of unfamiliar words in context.</li> <li>▪ using a dictionary entry and context clues to determine the meaning of a multiple-meaning word as used in a text.</li> </ul>   |

### WKCE-CRT Performance Level Descriptions and Scale Score Ranges

- identifying details stated in a literary text.
- identifying stated relationships among ideas in a literary text.
- using text and visual information to identify details that support a central message in an everyday text.
- identifying stated information that supports a main idea or key point.
- identifying and sequencing stated events or steps in texts and using a graphic organizer and information in a text to recall and sequence events in a text.
- analyzing a text to identify one or more conflicts that are central to a literary text.
- analyzing text to identify implied cause and effect relationships or the impact of events on the narrator or character in a literary text.
- explaining how figurative language and comparisons and contrasts presented in a poem convey a central theme, and using limited text-based information to support the explanation.
- determining an implied theme in a literary text.
- drawing conclusions from text.
- using text features such as headings, graphics, and captions to draw conclusions about how information is organized or make predictions about information contained in text sections.
- analyzing an implied cause and effect relationship or comparison and contrast in an informational text.
- inferring an author's or poet's purpose for making specific word choices or for including certain ideas or images.
- interpreting the meaning of idioms or dialect as used in text.
- identifying the tone conveyed in a portion of text.
- identifying author's style or organization in poetry.
- summarizing major events in a literary text and providing relevant text-based details to support the summary.
- inferring a clearly expressed point of view.
- drawing conclusions based on stated and implied information.
- distinguishing between statements of fact and opinion in an informational text.
- making connections among ideas or concepts in an informational text.
- distinguishing between important and unimportant facts in an informational text.
- identifying phrases or sentences that reveal an author's purpose or create a given effect.
- identifying an implied bias and propaganda in language.
- interpreting an author's use of descriptive or figurative language.

| <b>WKCE-CRT Performance Level Descriptions and Scale Score Ranges</b> |   |
|---|---|
| <p><b>Basic</b></p> <p>456–502</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 a synonym or antonym for words used in text.</li> <li>▪ using context clues to determine the meaning of unfamiliar words.</li> <li>▪ identifying how word meaning changes when frequently-used affixes are added.</li> <li>▪ using basic knowledge of prefixes, suffixes or root words and word origins to determine the meaning of unfamiliar words in context.</li> <li>▪ using a dictionary to identify the meaning of an unfamiliar word.</li> <li>▪ identifying stated details about characters and events in a literary text.</li> <li>▪ identifying information conveyed through visual text features.</li> <li>▪ identifying stated information and details in an informational text.</li> <li>▪ identifying the sequence of explicitly-stated events in basic literary and informational texts.</li> <li>▪ demonstrating some skill in identifying story elements, summarizing main ideas, and drawing conclusions from explicitly stated information in literary text.</li> <li>▪ summarizing a main idea in an informational text and providing limited text-based details to support the summary.</li> <li>▪ using information in a text to make simple inferences or to draw simple conclusions.</li> <li>▪ making generalizations about the topic of an informational text.</li> <li>▪ inferring how an author organizes ideas in a brief literary text.</li> <li>▪ analyzing meaning of simple figurative language, such as simile.</li> <li>▪ analyzing basic aspects of author’s style and simple rhetorical devices.</li> <li>▪ inferring a character’s attitude.</li> <li>▪ summarizing major events in a literary text and providing limited text-based details to support the summary.</li> <li>▪ comparing how two poems share a similar theme and using limited text-based details to support the comparison.</li> <li>▪ drawing conclusions based on text and visual information.</li> <li>▪ making predictions or extending ideas based on stated information.</li> <li>▪ making inferences about an author’s use of specific words or phrases.</li> <li>▪ identifying the author’s purpose in simple texts.</li> <li>▪ identifying an author’s word choice.</li> <li>▪ identifying obvious bias and propaganda in language.</li> </ul> |

| <b>WKCE-CRT Performance Level Descriptions and Scale Score Ranges</b> |   |
|---|---|
| <p><b>Minimal Performance</b></p> <p>455 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>▪ identifying the meaning of familiar or below grade-level words and phrases.</li> <li>▪ identifying how word meaning changes when frequently-used affixes are added.</li> <li>▪ identifying the meaning of words with familiar roots and affixes.</li> <li>▪ using a dictionary to determine the meaning of a familiar word as used in a text or unfamiliar words in below grade-level text.</li> <li>▪ identifying stated information about story elements.</li> <li>▪ identifying the main topic and stated main idea of a text and stated details in a text.</li> <li>▪ locating text features, such as headings, subheadings, and graphics and identifying stated information related to those features.</li> <li>▪ using stated details to sequence events.</li> <li>▪ locating the first and last events in an explicitly stated sequence in a text.</li> <li>▪ summarizing the main message in a text.</li> <li>▪ making simple inferences and predictions from literary text.</li> <li>▪ identifying the general topic of an informational text.</li> <li>▪ making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics.</li> <li>▪ identifying the meaning of a familiar simile or metaphor, as used in a text.</li> <li>▪ identifying a clearly expressed or explicitly stated point of view.</li> <li>▪ providing an overly-general or brief summary of a text.</li> <li>▪ drawing limited or basic conclusions based on stated information.</li> <li>▪ identifying a word or phrase that reflects a specific purpose or style.</li> <li>▪ identifying the author's stated purpose.</li> </ul> |