

Wisconsin Knowledge and Concepts Examinations
Criterion-Referenced Test

Reading Performance Levels

September 2006

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Reading Performance Levels

This document contains descriptions of what students in grades 3-8 and 10 are expected to know and be able to do in reading at each of the four state performance levels.

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Reading Performance Levels

The Reading Performance Levels describe what students are expected to know and be able to do at each performance level – Advanced, Proficient, Basic, and Minimal Performance – on the reading portion of the Wisconsin Knowledge and Concepts Examinations – Criterion-Referenced Test (WKCE-CRT) at grades 3, 4, 5, 6, 7, 8, and 10. The performance level descriptions were created in June 2006 by a group of educators from around Wisconsin and content specialists from the Wisconsin Department of Public Instruction and CTB/McGraw-Hill, the WKCE-CRT developer. The descriptions are based on professional judgment, assessment data, the Assessment Framework for Reading, and ultimately on the February 2003 Standard Setting and the Wisconsin Model Academic Standards.

These performance level descriptions *are not exhaustive* but are intended to provide specific examples to help parents, educators, and others understand what children who score at a given performance level on the WKCE-CRT typically know and are able to do at the time of testing. This information may be useful as one component of program planning and evaluation, but should be interpreted cautiously and in the context of other available information when applied to individual students.

The descriptions are in order by grade-level. This document is divided into three parts:

Brief Narrative Descriptions

These one-paragraph descriptions of each performance level may be most useful for those who simply want an overview of the knowledge and skills students typically demonstrate at each level.

Detailed Narrative Descriptions

These descriptions contain more detail but are still structured in a way that makes the information easy to grasp.

Elements of Performance Levels

The elements are descriptions of discrete knowledge and skills students typically demonstrate at each performance level. They complement the narratives by enumerating specific *examples* of knowledge and skills described in the narratives.

For information about these performance level descriptions please contact:

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Performance Level Descriptions:

Brief Narratives

Grade 3 Reading

The grade 3 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: 466 and above

At the beginning of the year, third-grade students performing at the Advanced level use a variety of grade-appropriate strategies to determine the meaning of words and to understand what they have read. When reading both literary and informational texts, students are able to recall and interpret stated information, and they can make simple inferences, draw conclusions, and make predictions about what events or ideas may be included if a text were continued or changed. Students demonstrate their overall comprehension of a text by making simple connections between two texts or between a text and real-world situations or common experiences. In general, students at the Advanced level easily comprehend a variety of grade-level texts and apply reading strategies effectively to make meaning.

Proficient

Score range: 430–465

At the beginning of the year, third-grade students performing at the Proficient level routinely use several reading strategies to comprehend what they have read. When reading a variety of grade-level texts, students understand stated information and details, and their ability to analyze and interpret literary text is sufficient to demonstrate that they understand what they have read. Students at this level are likely to use prior knowledge to make some connections between text and other situations or common experiences. Overall, students at this level sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 394–429

At the beginning of the year, third-grade students performing at the Basic level have some reading strategies that are generally effective in helping them understand grade-level texts. When reading a variety of on or below grade-level texts, they are able to identify stated information and recall explicitly-stated details. Students at this level are able to make limited predictions about the text or superficial connections within a text or between the text and common experiences. During classroom instruction, students at this level may demonstrate general understanding of below grade-level texts but need assistance to comprehend grade-level texts.

Minimal Performance
Score range: 393 and below

At the beginning of the year, third-grade students performing at the Minimal Performance level have limited reading strategies and, in general, have difficulty understanding simple, grade-level texts. They are able to locate some stated information and details. Students at this level are likely to be reading only a portion of a text, over-relying on prior knowledge to create meaning, using picture clues, or guessing in order to answer questions. During classroom instruction students may have some success with understanding, analyzing, and extending below grade-level texts. Students scoring at this level are often emerging readers and need a significant amount of assistance to understand text, or they may be non-readers.

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 both familiar and unfamiliar words, and they use dictionary skills to locate and analyze words and their meaning. Students performing at this level are able to identify and summarize the main idea and stated, supporting details. They 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 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 demonstrate a sufficient understanding of a variety of grade-level texts by identifying story elements, stated cause and effect relationships, or similarities and differences among ideas or concepts in a text. 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 and support a summary of what they read with mostly accurate text-based information. 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 demonstrate a general

but incomplete understanding of text. When reading literary texts, they can identify stated information and summarize stated ideas and recall some details. Students performing at this level are able to do some analytic tasks with simple grade-level or below grade-level texts. 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. However, during classroom instruction, 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 some word-identification strategies, but they are limited by their insufficient decoding strategies to be able to use many other 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 inference, but their attempts to make connections or predictions are likely to be based more on prior knowledge rather 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.

Grade 5 Reading

The grade 5 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 realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 497 and above

At the beginning of the year, fifth-grade students performing at the Advanced level apply a variety of word-identification strategies to understand familiar and unfamiliar vocabulary. When reading a variety of grade-appropriate texts, students performing at this level easily understand stated information and ideas and can analyze and extend text. They can make comparisons across two texts or between a text and other ideas or situations. Students are able to make inferences or predictions and use some relevant, text-based information to support the inference or prediction.

Proficient

Score range: 444–496

At the beginning of the year, fifth-grade students performing at the Proficient level apply a range of word-identification strategies and are frequently successful in understanding unfamiliar words in grade-level texts. They are able to identify stated and implied ideas and use text features to aid comprehension. Students use a variety of thinking skills to understand text at both inferential and evaluative levels. In general, students at this level demonstrate a sufficient understanding of grade-appropriate texts by connecting or extending concepts to a new situation or identifying real-world situations to which ideas or concepts in a text could be applied.

Basic

Score range: 401–443

At the beginning of the year, fifth-grade students performing at the Basic level use some word-identification strategies successfully, but their range of strategies tends to be limited. In addition to understanding stated information, they can draw limited conclusions and provide general, text-based information to support conclusions, but they may reveal misconceptions about the text. They demonstrate a general understanding of what they read and a superficial or incomplete ability to make connections within a text, between two texts, or between a text and real-world experiences. During classroom instruction, students performing at a Basic level are likely to demonstrate more in-depth inferential understanding with simple or below

grade-level texts or with grade-level texts if provided assistance.

Minimal Performance

Score range: 400 and below

At the beginning of the year, fifth-grade students performing at the Minimal Performance level have limited word-identification strategies. During classroom instruction, they may be able to use other strategies if prompted or given assistance. Students at this level have limited abilities to understand text beyond a literal level. They can make basic inferences and draw simple conclusions. Additionally, they may make partial, but incomplete, connections within or beyond a text. During classroom instruction, students at this level are likely to be somewhat successful reading below grade-level texts at an inferential level or grade-level texts with support and assistance.

Grade 6 Reading

The grade 6 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 realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 514 and above

At the beginning of the year, sixth-grade students performing at the Advanced level successfully use a variety of word-identification strategies and use an on grade-level and above grade-level reading vocabulary to construct meaning from a variety of grade-appropriate texts. Students performing at this level easily comprehend a variety of texts at literal, inferential, and evaluative levels. They make inferences and predictions and summarize information about a single text or paired texts and provide appropriate, text-based details to support the summary. Their ability to analyze an author's style and use of language is evident. In general, students at the Advanced level use a range of reading strategies effectively and exhibit in-depth comprehension of a variety of grade-level texts.

Proficient

Score range: 457–513

At the beginning of the year, sixth-grade students performing at the Proficient level appropriately use a range of word-identification strategies. They have sufficient understanding of text at a literal level, and they summarize information and provide text-based details to support the summary, although some details may be irrelevant. Students' ability to analyze grade-level texts and make connections is adequate. Students at this level are able to compare ideas across two texts and draw conclusions; however, they may demonstrate an incomplete understanding of similarities and differences and provide only general text-based information to support the comparison. In general, students at this level apply a variety of comprehension strategies and sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 418–456

At the beginning of the year, sixth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading literary texts, students at this level have sufficient understanding of a text at a literal level but partial understanding at an inferential level. In general, students at the Basic level

demonstrate adequate, literal understanding of what they read and limited inferential comprehension. However, they may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or if given assistance.

Minimal Performance

Score range: 417 and below

At the beginning of the year, sixth-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. Students at this level demonstrate general comprehension at the literal level and limited comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytical and evaluative thinking skills with below grade-level and on grade-level texts if given assistance.

Grade 7 Reading

The grade 7 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, and editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 523 and above

At the beginning of the year, seventh-grade students performing at the Advanced level successfully use a variety of word-identification strategies and use an on grade-level and above grade-level reading vocabulary. Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. They can identify the organizational structure and make inferences based on visual information, such as illustrations and diagrams. They demonstrate their overall comprehension of a text by summarizing essential information and supporting a summary with details from the text. When comparing two texts, they are able to compare the authors' styles and make connections between the texts or between the texts and real-world situations. In general, students at the Advanced level use a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

Proficient

Score range: 467–522

At the beginning of the year, seventh-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. Students at this level easily identify stated information and can infer, for example, the theme or central message and implied comparisons. They also make predictions about likely events if the text were extended. They connect or extend concepts to a new situation, compare the purpose or viewpoint of authors across two texts, and draw conclusions about an author's general style or approach to a topic. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

Basic

Score range: 434–466

At the beginning of the year, seventh-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading a variety of texts, they can identify a familiar

theme or a stated main idea and supporting details. They can make basic generalizations about the topic or summarize a key point or message. They are able to make simple inferences about an author's purpose or use of language. Students at this level demonstrate their overall understanding of text by making simple inferences or basic 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 but experience some difficulty with understanding implied ideas or evaluating text. However, they 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: 433 and below

At the beginning of the year, seventh-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. When reading a variety of texts, they can identify stated information and make simple inferences. They can use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences. They can identify an author's purpose for writing a text and a purpose for reading. Additionally, they are able to make basic connections among ideas or concepts within a text and simple predictions. In general, students at the Minimal Performance level demonstrate an incomplete understanding of text at a literal level and limited comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.

Grade 8 Reading

The grade 8 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, and editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 539 and above

At the beginning of the year, eighth-grade students performing at the Advanced level consistently use a variety of sophisticated word-identification strategies and use an on grade-level and above grade-level reading vocabulary to understand a variety of grade-level texts. Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. They recognize important ideas and can draw conclusions about a central message within a text or across two texts. They can infer a point of view expressed in a text, including poetry, and evaluate diverse view points presented. Students are able to analyze an author's style and use of language and infer the intended effect on the reader. They can make connections between the texts or between the texts and real-world situations or common experiences. In general, students at the Advanced level consistently apply a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

Proficient

Score range: 480–538

At the beginning of the year, eighth-grade students performing at the Proficient level appropriately use a range of word-identification strategies and on grade-level reading vocabulary to understand text. When reading a variety of texts, students at this level can identify stated and implied ideas and supporting details. They infer the author's purpose for writing the text and overall style or tone. Students draw conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. Students are able to connect or extend concepts in an informational text to a new situation or common experiences. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

Basic

Score range: 445–479

At the beginning of the year, eighth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. When reading either literary or informational text, students at the Basic level can recall and sequence some events and identify a clearly expressed point of view. They can make simple inferences and generalizations about the topic. Students at this level demonstrate their overall understanding of text by making simple inferences or basic 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 but incomplete 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: 444 and below

At the beginning of the year, eighth-grade students performing at the Minimal Performance level have a limited variety of word-identification and comprehension strategies that they can apply effectively. When reading grade-appropriate texts, they are able to identify stated information, use stated details to sequence events, and make simple inferences. They are able to identify an author's purpose for writing a text and a purpose for reading. In general, students at the Minimal Performance level demonstrate general comprehension of text at a literal level and partial comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.

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.

Performance Level Descriptions:

Detailed Narratives

Grade 3 Reading

The grade 3 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: 466 and above

At the beginning of the year, third-grade students performing at the Advanced level use a variety of strategies to determine the meaning of words and to understand what they have read. They are able to use both stated and implied context clues to determine the meaning of unfamiliar and multiple-meaning words in a variety of texts as well as identify and interpret the meaning of similes and language used figuratively. They use grammar features to help them understand words, such as recognizing and using regular plural, singular possessive, and irregular plural forms of familiar nouns. They also are skilled at using parts of a reference book to locate words and their meaning or to find information.

When reading both literary and informational texts, third-grade students performing at this level are able to recall and interpret stated details and recall the order of stated events or steps in a process. They can identify how information is organized and summarize the main idea or central message of a text. Their ability to analyze text is evident. They can make simple inferences about characters' motives based on their actions or explain how a character changes from the beginning to the end of a story and provide general, text-based information to support the explanation. They can make inferences based on stated information and infer cause and effect relationships. Additionally, they can draw conclusions and make predictions about what events or ideas may be included if a text were continued or changed.

Students are able to infer an author's purpose for writing a text and identify a purpose for reading a text. Students at this level can analyze an author's use of figurative language in a variety of texts and make simple judgments about the purpose for or effect of the author's use of specific words or phrases. Students demonstrate their overall comprehension of a text by making simple connections between two texts or between a text and real-world situations or common experiences. In general,

students at the Advanced level easily comprehend a variety of grade-level texts and apply reading strategies effectively to make meaning.

Proficient

Score range: 430–465

At the beginning of the year, third-grade students performing at the Proficient level routinely use several reading strategies to comprehend what they have read. They readily identify the meaning of familiar words and phrases as well as common synonyms and antonyms. They use context clues to determine the meaning of multiple-meaning words and to identify the meaning of common or familiar figurative language expressions. They recognize the meaning of common contractions, possessive forms of nouns, compound words, and common regular and irregular plural nouns. Additionally, they use a dictionary to locate words and their meaning.

When reading a variety of grade-level texts, students are able to recall stated information and details. They can recall and describe characters, plot, and sequence of events. When explaining what they have read, they can provide partial, limited text-based information as support that may, however, reveal some misconceptions. Students' ability to analyze and interpret literary text is sufficient to demonstrate that they understand what they have read. They can infer a character's traits from actions or identify how a character changes from the beginning to the end of a story based on stated information, and they can compare stated ideas or concepts.

Students at this level are likely to use prior knowledge to make some connections between text and other situations or common experiences. They also are able to identify the author's purpose in a variety of texts and identify the general effect of an author's use of specific words or phrases. Overall, students at this level sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 394–429

At the beginning of the year, third-grade students performing at the Basic level have some reading strategies that are generally effective in helping them understand grade-level texts. They are able to recognize the meaning of familiar words and phrases as well as common synonyms or antonyms of grade-level and below grade-level words. They can use explicit context clues to determine the meaning of unfamiliar words or phrases or determine which meaning of a multiple-meaning word is used. They have word-building skills that assist with understanding text, such as identifying simple plural and possessive forms of nouns or recognizing the meaning of compound words and

contractions. In addition, they are able to use a picture dictionary to locate a word and its meaning.

When reading a variety of on grade or below grade-level texts, they are able to identify the stated setting or problem in a literary text and recall explicitly-stated details about the topic of an informational text. They can locate and recall the first event in explicitly-stated sequence. In addition, they can locate text features, such as titles and headings, and make limited predictions based on the text feature. Students at this level are able to make limited predictions about the text, or superficial connections within a text or between the text and common experiences. They have an emerging sense of author's purpose and are able to attempt to identify an author's purpose for writing a basic literary or informational text. In general, students at this level have difficulty understanding grade-level texts and reveal misconceptions about what they have read. During classroom instruction, they may demonstrate general understanding of below grade-level texts but need assistance to comprehend grade-level texts.

Minimal Performance

Score range: 393 and below

At the beginning of the year, third-grade students performing at the Minimal Performance level have limited reading strategies and, in general, have difficulty understanding simple, grade-level texts. They are able to use picture clues and some context clues to determine the meaning of grade-level words or phrases. They use some text features, such as picture clues or titles and headings to identify the setting or to make simple predictions about the text. They are able to locate stated events or identify the names of characters and a few of their traits or actions in literary text. Students at this level are likely to be reading only a portion of a text, over-relying on prior knowledge to create meaning, using picture clues, or guessing in order to answer questions. During classroom instruction, students may have some success with understanding, analyzing, and extending below grade-level texts. Students scoring at this level are often emerging readers and need a significant amount of assistance to understand text, or they may be non-readers.

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.

Grade 5 Reading

The grade 5 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passage may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 497 and above

At the beginning of the year, fifth-grade students performing at the Advanced level apply a variety of word-identification strategies to understand familiar and unfamiliar vocabulary. They use knowledge of root words, affixes, and context clues to determine the meaning of familiar, unfamiliar, and multiple-meaning words. They can use a dictionary entry along with context to identify a synonym for a word, or to determine the meaning of an unfamiliar word or which meaning of a multiple-meaning word is used in a text. Students are also successful at using strategies, such as prior knowledge and context clues, to interpret the meaning of figurative language in poetry.

When reading literary texts, including poetry, students at the Advanced level demonstrate literal and inferential comprehension. They are able to identify story elements, summarize the plot, and draw conclusions about the central message or story elements. They can infer the theme and apply it to situations beyond the text. When reading simple poems, students are able to make comparisons across two poems and explain how the same topic is treated similarly or differently in the two poems.

When reading informational texts, fifth-grade students performing at the Advanced level are able to identify stated information that supports a main idea, identify implied comparisons or cause and effect relationships, and explain a key point and provide general, text-based information to support the explanation. They are skilled at rereading a section of text carefully to locate and identify a specific detail or key point. They use headings or subheadings to locate information or to identify in which section a new concept or additional information would best fit. In addition, they are able to identify and analyze the organizational pattern used.

Students at this level are broadening their understanding of text

types and genres. They can identify why a given text is an example of a particular genre such as fable or folktale and identify a distinguishing characteristic of the genre as it applies to the text. Their ability to analyze and extend text is also evident. Although students are not required to know the labels of literary devices, they can identify phrases or sentences that are examples of personification, metaphors, hyperbole, or imagery and how such devices are used to achieve a particular purpose or effect. They can identify the author's general style in a text or a tone conveyed by a given sentence or portion of text. Students at this level make connections between ideas or concepts in a text and common, real-world experiences. They also can identify a new example or application of a concept discussed in a text. Additionally, they are able to make comparisons across two texts or between a text and other ideas or situations. Students are able to make inferences or predictions and use some relevant, text-based information to support the inference or prediction. In general, students at this level demonstrate consistent use of effective reading strategies and in-depth comprehension of a wide variety of grade-level texts.

Proficient

Score range: 444–496

At the beginning of the year, fifth-grade students performing at the Proficient level apply a range of word-identification strategies and are frequently successful in understanding unfamiliar words in grade-level texts. They use context clues and prior knowledge to determine the meaning of familiar and multiple-meaning words. They also apply 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.

When reading literary texts, students at this level are able to identify the theme or central message and recall details about story elements, such as setting, events, or how a character's problem is solved. They also are able to draw conclusions about characters' problems, feelings, or actions and to predict what additional events would occur if the text were extended. When making predictions about likely events or actions, they provide relevant, text-based information to support the prediction. When reading informational texts, students are able to identify a stated or implied main idea or key point and use text features such as photographs, captions, headings, and subheadings to locate information. They also are able to identify the order of events in a sequence and complete a graphic organizer representing the sequence of events or steps in a process. In addition, they can

identify the author's point of view and the general organizational pattern used, such as chronological, problem and solution, or comparison and contrast.

When reading either literary or informational texts, students at this level are able to identify the specific type of text, such as fable, folktale, or biography, and they can identify an author's purpose in a given text and explain whether the purpose was achieved. Students use a variety of thinking skills to understand text at both inferential and evaluative levels. They can identify the author's point of view and draw conclusions about the author's general style or approach to the topic. They are able to identify a word, phrase, or sentence that conveys a particular tone and identify the general effect of an author's use of a literary device such as simile, metaphor, personification, hyperbole, or imagery. In addition, they are able to differentiate between statements that are fact or opinion. In general, students at this level demonstrate a sufficient understanding of grade-appropriate texts by connecting or extending concepts to a new situation or identifying real-world situations to which ideas or concepts in a text could be applied.

Basic

Score range: 401–443

At the beginning of the year, fifth-grade students performing at the Basic level use some word-identification strategies successfully, but their range of strategies tends to be limited. They use context clues, grammar features, and prior knowledge to identify the meaning of words with familiar roots and affixes. They can identify the meaning of simple similes, metaphors, or idioms. By using knowledge of familiar words, they can determine the meaning of unfamiliar compound words. When appropriate, they are able to use a dictionary to determine the meaning of words or to determine which meaning of a multiple-meaning word is used in a text.

When reading literary texts, they have adequate literal comprehension and partial inferential comprehension skills. They can identify a common or familiar theme, identify stated story elements, and recall stated details and events from throughout the text. They are also able to draw limited conclusions about characters' feelings or motives or how a character changes. They can provide general, text-based information to support conclusions, but they may reveal misconceptions about the text. They are able to make some predictions about characters' probable future actions based both on text and visual information and use limited or overly-general text-based information to support the prediction. When reading

informational texts, students at this level are able to use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text. They are able to identify a main idea and recall some stated details that support the main idea.

With both literary and informational texts, students at the Basic level are able to identify the type of text and the specific genre of a literary text, if it is a familiar genre. They can identify the author's purpose for writing the text and a purpose for reading the text. They also are able to identify stated cause and effect relationships or comparisons and contrasts. Students' ability to analyze text by identifying or interpreting the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery is limited. They are able to demonstrate a general understanding of what they read and a superficial or incomplete ability to make connections within a text, between two texts, or between a text and real-world experiences. During classroom instruction, students performing at a Basic level are likely to demonstrate more in-depth inferential understanding with simple or below grade-level texts or with grade-level text if provided assistance.

Minimal Performance

Score range: 400 and below

At the beginning of the year, fifth-grade students performing at the Minimal Performance level have limited word-identification strategies. They use clear context, visual, and grammatical clues to determine the meaning of words or phrases in a variety of grade-level texts, and they recognize the meaning of a familiar word when an affix is added. Students also are able to use a dictionary to locate a word and its meaning. During classroom instruction, they may be able to use other strategies if prompted or given assistance.

Students at this level demonstrate limited comprehension at the literal level. They can distinguish between fiction, nonfiction, and poetry. When reading literary texts, they are able to identify what the text is mostly about and recall general, stated information about characters, setting, and events. When reading informational and everyday texts, they can identify the topic and main idea of an informational text and recall some stated information and identify a fact about the topic. They are able to use text headings, subheadings, illustrations, and captions to locate information to answer simple questions. With both literary and informational text, they can recall a few events in a text or in a stated sequence in order. They are able to identify the

meaning of a familiar simile or metaphor as it is used in the text. Students at this level have limited abilities to understand text beyond a literal level. They can make basic inferences and draw simple conclusions about story elements in literary texts or ideas and concepts in informational texts. Additionally, they may make partial, but incomplete, connections within or beyond a text. They are able to make basic predictions based on text features, visual clues, and prior knowledge; however, the ability to make predictions from stated information is very limited. During classroom instruction, students at this level are likely to be somewhat successful reading below grade-level texts at an inferential level or grade-level texts with support and assistance.

Grade 6 Reading

The grade 6 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 realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, and simple instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 514 and above

At the beginning of the year, sixth-grade students performing at the Advanced level successfully use a variety of word-identification strategies and use an on grade-level and above grade-level reading vocabulary to construct meaning from a variety of grade-appropriate texts. When they encounter unfamiliar words or language used figuratively, they use context clues and prior knowledge to determine meaning. They use knowledge of root words and affixes to identify the meaning of unfamiliar words. They are skilled at using a dictionary or thesaurus entry and context clues to determine the meaning of a multiple-meaning word as used in a text.

Students performing at this level easily comprehend a variety of texts at literal, inferential, and evaluative levels. When reading literary texts, including poetry, students at this level can summarize the text and draw conclusions about the central message or about story elements. They can infer an implied, common or universal theme and apply it to situations beyond the text. Students also are able to identify story elements that are not described in detail, such as the setting of a portion of a literary text. They use reasoning skills to comprehend text beyond a literal level by making inferences about characters, interpreting the meaning of symbolism, and predicting what additional events would occur if the text were extended.

When reading informational texts, sixth-grade students performing at the Advanced level readily distinguish between main ideas and supporting details and can summarize information about a key point and provide appropriate, text-based details to support the summary. They use headings or subheadings to infer in which section of the text additional information would best fit. In addition, they identify and analyze the organizational pattern used. Students also are able to distinguish among statements of fact or opinion and identify a text-based example of each.

Students at this level can identify the specific genre of a literary text, such as fantasy, science fiction, realistic fiction, or historical fiction. When comparing texts, they are able to identify a common topic or similar ideas, experiences, themes, or authors' point of view. In addition, they provide relevant, although limited, text-based information to support comparisons across texts. Their ability to analyze an author's style is evident. They are able to identify examples of an author's intentional use of language or details to convey a given idea or to achieve a certain purpose or effect. They analyze and make inferences about an author's style or purpose for including details or for using descriptive language to create an effect, and they are able to provide some text-based details to support their analyses and inferences. In general, students at the Advanced level use a range of reading strategies effectively and exhibit in-depth comprehension of a variety of grade-level texts.

Proficient

Score range: 457–513

At the beginning of the year, sixth-grade students performing at the Proficient level appropriately use a range of word-identification strategies. They use familiar words to determine the meaning of unfamiliar or compound words and to identify which meaning of a multiple-meaning word is used. They use a dictionary or thesaurus entry and context clues to identify a synonym for a familiar or unfamiliar word. Additionally, they are able to interpret the meaning of familiar idioms, as used in a text.

When reading literary texts, students at this level are able to identify the theme or central message and characters' motives, thoughts, and actions based on stated information. When reading informational texts, they can identify a stated or implied main idea or key point and differentiate between statements of fact or opinion. They also are able to identify an implied detail or cause and effect relationship.

When reading either literary or informational texts, students at this level are able to identify whether a text is fiction or nonfiction based on its characteristics and infer the author's purpose for writing the text. They are able to identify the relative location of events in a sequence and complete a graphic organizer to represent a sequence of events or steps in a process. They summarize information and provide text-based details to support the summary, although some details may be irrelevant. Students' ability to analyze grade-level texts and make connections is adequate. They draw conclusions based on the

author's general style or approach to a topic. In addition, they can identify a word, phrase, or sentence that conveys a particular tone and the general effect of an author's use of a literary device. For example, they can identify how similes, metaphors, personification, hyperbole, or imagery convey a certain idea or meaning. Students at this level are able to compare ideas across two texts and draw conclusions; however, they may demonstrate an incomplete understanding of similarities and differences and provide only general text-based information to support the comparison. In general, students at this level apply a variety of comprehension strategies and sufficiently comprehend a variety of grade-level texts.

Basic

Score range: 418–456

At the beginning of the year, sixth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. They use prior knowledge, context clues, and grammar features, such as contractions and verb tense to identify the meaning of unfamiliar words. They recognize the meaning of words with familiar roots and affixes as well as simple similes, metaphors, or idioms. Additionally, they use a dictionary to determine the meaning of unfamiliar words used in a text.

When reading literary texts, students at this level have sufficient understanding of a text at a literal level but partial understanding at an inferential level. They can identify a common or familiar theme and story elements or recall stated details and events from throughout the text. They can draw simple conclusions about characters, setting, or events. Students' predictions about likely future events are based both on text and visual information, but they use limited or overly-general text-based information to support the predictions.

When reading informational texts, students at this level can identify a main idea and details that support the main idea, distinguish between fact and opinion, and make simple generalizations about the topic or a general summary of the text. They can identify an audience for whom the information in the text would be useful. Students are able to use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text.

With both literary and informational texts, students at the Basic level are able to identify the genre, the author's purpose for writing the text, and a purpose for reading the text. They can

identify stated cause and effect relationships or comparisons and contrasts. Students' ability to analyze text by understanding an author's use of language is developing; they are able to identify a clear example of an author's use of words or phrases to achieve a given purpose. In general, students at the Basic level demonstrate adequate, literal understanding of what they read and limited inferential comprehension. However, they may be able to demonstrate a wider variety of comprehension skills and strategies during classroom instruction with below grade-level texts or if given assistance.

Minimal Performance
Score range: 417 and below

At the beginning of the year, sixth-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. They use clear context clues, illustrations, and graphics to determine the meaning of words or phrases in grade-level texts. They are able to use familiar words to determine the meaning of compound or affixed words and recognize how the meaning of a word changes when an affix is added. Students also are able to use a dictionary to locate a word and its meaning.

Students at this level demonstrate general comprehension at the literal level and limited comprehension at an inferential level. They can identify whether a text is fiction, nonfiction, or poetry. When reading literary texts, they can recall information about characters, setting, and events and draw simple conclusions. When reading informational and everyday texts, they can identify the topic and main idea, recall some stated information, and identify a fact or opinion. They use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences. With both literary and informational text, they can identify the meaning of a familiar simile or metaphor as it is used in the text. Additionally, they are able to make basic, valid predictions about a text based on text features, visual clues, stated information, and prior knowledge. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level and on grade-level texts if given assistance.

Grade 7 Reading

The grade 7 reading assessment presents a variety of 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions.

Advanced

Score range: 523 and above

At the beginning of the year, seventh-grade students performing at the Advanced level successfully use a variety of 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 and information about word origins or roots to determine the meaning of unfamiliar words, and they can identify the implied meaning of figurative language. When given information about the meaning of a Greek or Latin root word, they can use knowledge of affixes to determine the meaning of unfamiliar words. Additionally, they can determine the meaning of a word based on its location and function in a sentence.

Students at this level easily comprehend a variety of texts and demonstrate comprehension at literal, inferential, and evaluative levels. When reading literary texts, in addition to identifying stated information about story elements, students at this level make inferences and predictions about events and characters. They can identify how a character is revealed and developed. Students at this level are able to infer the main conflict as well as compare the theme or characters in two texts and support the comparison with text-based information.

When reading informational texts, students performing at this level can infer the main purpose of a text, the organizational structure used, and implied cause and effect relationships, and they can identify examples of statements of fact or opinion. They are able to make inferences based on visual information, such as illustrations and diagrams. They demonstrate their overall comprehension of a text by summarizing essential information and supporting a summary with details from the text and by determining whether statements or generalizations are true.

When reading either literary or informational text, students are

able to identify why a text is fiction or nonfiction based on its characteristics and evaluate the credibility of information in a text. Students at this level further demonstrate comprehension by analyzing and evaluating an author's style and use of literary techniques. They can infer the purpose for, or intended effect of, an author's use of language, including figurative language. Additionally, they can evaluate an author's effectiveness in achieving a given purpose and provide relevant, text-based information to support the evaluation. When comparing two texts, they are able to compare the authors' styles and make connections between the texts or between the texts and real-world situations. In general, students at the Advanced level use a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

Proficient

Score range: 467–522

At the beginning of the year, seventh-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 and prior knowledge to interpret figurative language or what is implied by a specific word or phrase as used in a text. They are able to use information about word origins to identify other words with the same root. Additionally, students 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 easily identify stated information about story elements. They can infer the theme or central message, implied comparisons, and make inferences about characters' actions and motives or relationships among characters. They also make predictions about likely events if the text were extended. When reading informational texts, students are able to identify stated or implied main ideas and distinguish among ideas or details that are more or less important in terms of supporting the main idea

When reading either literary or informational texts, students at this level are able to infer the author's purpose for writing the text. They identify stated or implied cause and effect relationships or comparisons and contrasts. They also are able to complete a graphic organizer to represent the sequence of events or steps in a process. When summarizing information in a text, they provide some relevant, text-based information to support the summary. Students' ability to analyze text and make connections is evident. They connect or extend concepts in an informational text to a new situation, compare the purpose or

viewpoint of authors across two texts, and draw conclusions about an author's general style or approach to a topic. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

Basic

Score range: 434–466

At the beginning of the year, seventh-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. They are able to use context clues to determine the meaning of similes, metaphors, or unfamiliar words, and they can identify how word meaning changes when familiar or common affixes are added. Additionally, they are able to use knowledge of familiar words to determine the meaning of compound words and use a dictionary to determine the meaning of unfamiliar words used in a text.

When reading literary texts, students can identify a common or familiar theme, identify story elements and make simple inferences about characters' actions, motives, and feelings and draw conclusions about what a character learns. When reading poetry, they can identify stated information about the speaker. When reading informational texts, students at this level identify a stated main idea and details that support the main idea. They can distinguish between fact and opinion, and make basic generalizations about the topic or summarize a key point or message. Students use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text.

With both literary and informational texts, students at the Basic level are able to identify the genre, the author's purpose, and the author's point of view. Students' ability to analyze text by understanding an author's use of language is developing; they are able to make simple inferences about an author's purpose in using specific, descriptive language or comparisons and identify an example of an author's use of words or phrases to achieve a given purpose. Additionally, they are able to identify the meaning of a literary device or figurative language, such as simile, metaphor, personification, hyperbole, or imagery. Students at this level demonstrate their overall understanding of text by making simple inferences or basic 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 but experience some difficulty with

understanding implied ideas or evaluating text. However, they 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: 433 and below

At the beginning of the year, seventh-grade students performing at the Minimal Performance level have basic word-identification and comprehension strategies. They use clear context clues, illustrations, and graphics to determine the meaning of words or phrases in grade-level texts. They can identify synonyms and antonyms of familiar words or determine the meaning of words with familiar roots and affixes, and they can identify how the meaning of a word changes when an affix is added. Students at this level can use a dictionary to locate a word and its meaning

Students at this level are able to distinguish between fiction, nonfiction, and poetry and identify more specific genres of fiction. When reading literary texts, they can identify stated information about story elements and make simple inferences. When reading informational and everyday texts, they can identify the topic and main idea, recall stated information, and summarize a key point or message in the text. They can use text headings, subheadings, illustrations, and captions to locate information or to make simple predictions or inferences.

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 can identify the meaning of a familiar simile or metaphor as it is used in the text. Additionally, they are able to make basic connections among ideas or concepts within a text and simple predictions.

In general, students at the Minimal Performance level demonstrate incomplete understanding of text at a literal level and limited comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance

Grade 8 Reading

The grade 8 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical instructions. Each performance level presumes mastery at previous levels.

Advanced

Score range: 539 and above

At the beginning of the year, eighth-grade students performing at the Advanced level consistently use a variety of sophisticated 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 determine the meaning of unfamiliar words and idioms. They also use information about root words, affixes, and word usage to determine the meaning of unfamiliar words. Additionally, they 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 make inferences and predictions about story elements, such as characters' traits, feelings, attitudes, and actions based on information in a portion of or throughout a text and provide relevant details from the text to support the inference or prediction. Students at this level easily recognize important ideas and can draw conclusions about a central message in a literary text, including poetry, and infer a similar theme in two texts. When reading informational texts, students readily identify stated and implied main ideas, summarize key points or ideas, and distinguish among details that are more or less important to the main idea. They infer the organizational pattern used in a portion of the text or throughout. They also can evaluate the accuracy or credibility of information in a text.

When reading either literary or informational text, students are able to distinguish among specific genres of literary text and identify why a text is fiction or nonfiction based on its characteristics. They can identify the relative sequence of events in a text and sequence stated information to complete a graphic organizer. They infer a point of view expressed in a text,

including poetry, and evaluate diverse view points presented. Students are able to analyze an author's style and tone and infer the intended effect on the reader. More specifically, they can analyze an author's use of descriptive language or rhetorical devices, such as repetition in poetry, and evaluate an author's effectiveness in achieving a given purpose or intended effect. When comparing two texts, they compare the authors' styles and identify similarities and/or differences in how an idea is supported by information in the two texts. Additionally, students make connections between the texts or between the texts and real-world situations or common experiences. In general, students at the Advanced level consistently apply a range of reading strategies and critical thinking skills to comprehend a variety of grade-level texts.

Proficient

Score range: 480–538

At the beginning of the year, eighth-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 and prior knowledge to interpret what is implied by a familiar word or phrase as used in a text, the meaning of unfamiliar words, or which meaning of a multiple-meaning word is used. They interpret the meaning of figurative language in a text. 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 identify stated details and relationships among ideas and story elements. They also make inferences about story events and predictions if a text were continued. When reading informational texts, students easily identify stated or implied main ideas and identify supporting details; in addition, they can distinguish between statements of fact or opinion and between important and unimportant details. They also 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 infer the author's purpose for writing the text and identify phrases or sentences that reveal an author's purpose or create a given effect. In addition, they can identify a clearly expressed point of view and infer an author's overall style or tone. They distinguish among types of language in texts, such as formal, informal, technical, or literary. Students draw

conclusions and summarize important ideas and events and provide some relevant, text-based information to support the summary. They are able to identify stated or implied cause and effect relationships or comparisons and summarize information and provide some relevant, text-based information to support the summary. They can complete a graphic organizer to represent the sequence of events or steps in a process. When comparing and analyzing two texts, they are able to identify how an idea is supported by information in both texts; however, they may demonstrate an incomplete understanding and provide limited or vague text-based support. Students are able to connect or extend concepts in an informational text to a new situation or common experiences. In general, students at the Proficient level sufficiently comprehend a variety of grade-level texts and often recognize important ideas and make connections among ideas to demonstrate comprehension.

Basic

Score range: 445–479

At the beginning of the year, eighth-grade students performing at the Basic level have reading vocabulary that is below grade-level and have a limited range of word-identification strategies. They use context clues to determine the meaning of figurative language as used in a text. They can 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 are able to identify a common or familiar theme, identify story elements, and explain how characters change or how their actions could be different. When reading informational texts, students can identify a stated or implied main idea and details that support the main idea. They can make simple inferences and generalizations about the topic. Students use text features such as headings, subheadings, illustrations, or diagrams to locate specific information or to make simple predictions about what information is contained in the text or portion of text.

When reading either literary or informational text, students at the Basic level can recall and sequence some events and identify a clearly expressed point of view. They can interpret the meaning of simple figurative language, such as a simile, and make simple inferences about an author's use of specific words or phrases. Students at this level demonstrate their overall understanding of text by making simple inferences or basic 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 but incomplete 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: 444 and below

At the beginning of the year, eighth-grade students performing at the Minimal Performance level have a limited variety of word-identification and comprehension strategies that they can apply effectively. They 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 determine the meaning of words with familiar roots and affixes and identify how the meaning of a word changes when an affix is added. Students also use a dictionary to locate a word and its meaning.

When reading literary texts, they are able to identify stated information about story elements, use stated details to sequence events, and make simple inferences. When reading informational and everyday texts, they can 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 are able to identify an author's purpose for writing a text and a purpose for reading and identify a word or phrase that reflects an author's specific purpose or style. They sequence events and complete a graphic organizer to represent the sequence of major events or steps in a process. They can locate first and last events in an explicitly stated sequence and identify important points or details. Students also are able to identify the meaning of a familiar simile or metaphor as it is used in the text. Students at this level demonstrated their general comprehension of text by 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 general comprehension of text at a literal level and partial comprehension at an inferential level. During classroom instruction, students at this level are likely to demonstrate a wider range of strategies or more in-depth comprehension when

reading below grade-level texts. They may be able to use analytic and evaluative thinking skills with below grade-level texts and with on grade-level texts if given assistance.

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.

Performance Level Descriptions:

Elements

Grade 3 Reading

The grade 3 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	
<p>Advanced 466 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of unfamiliar words in grade-level literary and informational text. ▪ interpreting the meaning of similes and understanding the meaning of words when used figuratively. ▪ recognizing regular plural, singular possessive, and common irregular plural forms of nouns. ▪ defining the meaning of compound words and forming contractions. ▪ identifying and using parts of a reference book to locate and determine word meaning. ▪ recalling and interpreting details stated in literary and informational text. ▪ recalling the first, middle and last events in an explicitly stated sequence in a literary text. ▪ recalling the steps in an explicitly-stated sequence or steps in a process in informational text. ▪ summarizing the main idea of a literary text or the implied main idea of an informational text. ▪ making simple inferences about characters’ motives based on their actions or explaining how a character changes from the beginning to the end, and using details from the text to support the explanation. ▪ making inferences based on information in informational text. ▪ inferring cause and effect relationships based on information in a text. ▪ determining a purpose for reading an informational text. ▪ drawing conclusions about characters in a literary text and providing general text-based information to support the conclusion. ▪ drawing conclusions or making predictions about information included in a text based on the table of contents. ▪ identifying the organizational pattern of an informational text. ▪ making generalizations and drawing conclusions based on information in everyday texts and making

WKCE-CRT Performance Level Descriptions and Scale Score Ranges

	<p>predictions about what events a literary or ideas an informational text may include if it were extended or changed.</p> <ul style="list-style-type: none"> ▪ inferring an author’s likely purpose for writing a text. ▪ making predictions based on information in a text. ▪ drawing conclusions based on a comparison or contrast of information in a text. ▪ extending ideas or concepts in a text to other situations. ▪ making connections between two texts or between a text and real-world or common situations. ▪ analyzing an author’s use of figurative language in texts. ▪ making simple judgments about the purpose of or effect of the author’s use of specific words or phrases.
<p>Proficient 430–465</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ identifying the meaning of familiar words or phrases. ▪ using context clues to determine the meaning of unfamiliar words in literary and informational text. ▪ identifying the meaning of common contractions and compound words. ▪ recognizing regular and common plural and singular, common possessive forms of nouns. ▪ identifying parts of a reference book related to word meaning and which dictionary guide words would be on the same page as a specific word. ▪ using a table of contents to locate information on a specific topic. ▪ identifying the stated setting of a literary text. ▪ identifying rhyming words in a poem. ▪ recalling events or information stated in grade-level literary and informational texts. ▪ describing characters’ traits and their actions. ▪ drawing conclusions about characters based on their actions or other stated information and providing partial, limited text-based information to support the conclusion. ▪ identifying how a character changes from the beginning to the end, based on stated information. ▪ identifying the narrator in an informational text. ▪ making inferences based on picture clues. ▪ making basic connections between two grade-level informational texts or between a text and real-world or common experiences. ▪ comparing or contrasting stated ideas or concepts in grade-level informational or everyday text. ▪ identifying the effect achieved by the author’s use of specific words or phrases.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
<p>Basic</p> <p>394–429</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ recognizing the meaning of familiar words or phrases. ▪ recognizing common synonyms and antonyms to determine word meaning. ▪ using picture and context clues to determine the meaning of familiar words in text. ▪ using explicit context clues to determine the meaning of multiple-meaning familiar words or phrases. ▪ identifying simple plural and possessive forms of nouns. ▪ recognizing the meaning of simple compound words and contractions. ▪ using a picture dictionary to locate a word and its meaning. ▪ identifying the stated setting or problem of a basic on-grade or below grade-level literary text. ▪ identifying the purpose of a table of contents. ▪ locating text features, such as titles, headings, illustrations and other graphics. ▪ identifying stated details in a basic on or below grade-level informational text. ▪ locating the first event in an explicitly stated sequence in a grade-level literary text. ▪ using knowledge of rhyming patterns in poetry to attempt to identify examples of rhyming words. ▪ making simple or limited connections within a basic on-grade or below grade-level text or between the text and common experiences. ▪ making basic predictions based on text features (e.g., title, headings) or pictures. ▪ attempting to identify an author’s purpose for writing a simple literary or informational text. ▪ making simple extensions of information in a text.
<p>Minimal Performance</p> <p>393 and below</p>	<p>At the beginning of the year, students at the Minimal Performance level demonstrate limited academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using picture or other clues to determine the meaning of simple words or phrases or unfamiliar words. ▪ identifying stated characters in simple and below grade-level text. ▪ using picture clues to identify setting. ▪ locating an event stated in a simple literary text. ▪ locating the title and author of an informational text. ▪ locating the table of contents in an informational text. ▪ making a simple prediction about a text based on the title or pictures. ▪ attempting to make personal connections to a simple or below grade-level text.

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	
<p>Advanced 489 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues and prior knowledge to determine the meaning of unfamiliar words, multiple-meaning words, or words and phrases used figuratively. ▪ applying word structure such as affixes, grammar features such as contractions and verb tense, and usage to determine the meaning of words and phrases. ▪ interpreting the meaning of compound words or inferring the effect of their use on conveying ideas. ▪ applying dictionary skills to locate and analyze words. ▪ recalling stated information in a variety of texts. ▪ recalling and identifying characters, details, and events in a literary text. ▪ identifying stated and implied cause-effect relationships in informational text. ▪ 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. ▪ identifying the sequence of events or steps in a process in informational or literary text. ▪ drawing conclusions from literary texts, including poetry, regarding setting, characters, or the speaker or narrator. ▪ inferring the main idea of an informational text. ▪ making inferences based on text features or information and identifying details that support an inference or conclusion. ▪ identifying implied similarities or differences between ideas or concepts in informational text. ▪ 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. ▪ making connections within and beyond a text or inferences and/or predictions from text, using text-based

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

WKCE-CRT Performance Level Descriptions and Scale Score Ranges

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

Grade 5 Reading

The grade 5 reading assessment presents a variety of grade-appropriate reading passages representing literary, informational, and everyday text. Passage may be up to 1,500 words long and some passages may be paired with other, related passages. Literary text at this grade includes realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, 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	
<p>Advanced 497 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues and knowledge of root words and affixes to determine the meaning of familiar and unfamiliar words or phrases. ▪ using a dictionary entry and context clues to determine the meaning of an unfamiliar word as used in a text. ▪ interpreting the meaning of figurative language in poetry using prior knowledge and context clues. ▪ using a thesaurus and context clues to determine a synonym for a word or which meaning of a multiple-meaning word is used in a text. ▪ identifying stated information about story elements or relationships among story elements. ▪ identifying stated information that supports a main idea. ▪ rereading a portion of an informational text carefully to locate and identify a specific detail or key point. ▪ making low-level inferences from a text in order to create a sequence of events or steps in a process. ▪ making inferences about story elements using information and text features. ▪ summarizing the plot of a literary text. ▪ analyzing how a character changes and providing text-based information that partially supports the analysis. ▪ drawing conclusions based on information in a poem ▪ drawing conclusions about the central message or theme in a literary text or poem. ▪ explaining a key point presented in a text and providing general rather than specific, text-based information to support the explanation. ▪ making comparisons about and explaining how the same topic is treated similarly or differently in two poems.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges

	<ul style="list-style-type: none"> ▪ identifying implied comparisons or cause and effect relationships in a text. ▪ making inferences about an author’s point of view in a text. ▪ analyzing and identifying the organizational pattern of an informational text ▪ explaining why a given text is an example of a particular genre, such as fable or folktale, by identifying a distinguishing characteristic of the genre as it applies to the text. ▪ identifying the use of literary devices in a poem, such as personification, metaphors, hyperbole, or imagery ▪ interpreting an author’s use of specific words or phrases and explaining the purpose that the author’s use of language serves. ▪ identifying the author’s general style in a text, such as friendly, serious, or humorous, and identifying a tone conveyed by a given sentence or portion of text. ▪ analyzing and making comparisons between two texts or making connections between a text and other ideas or situations. ▪ making generalizations or drawing conclusions about a text in order to predict additional events if the text were continued. ▪ inferring a theme in a literary text and applying the theme to situations beyond the text. ▪ identifying in which section of an informational text a new concept or example would best fit. ▪ making inferences or predictions and using some relevant, text-based information to support the inference or prediction. ▪ making connections between ideas or concepts in a text and familiar, real-world experiences, such as identifying a new example of a concept discussed in an informational text.
<p>Proficient 444–496</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using explicit context clues and root words and affixes to determine the meaning of unfamiliar words or phrases. ▪ using context clues to determine which meaning of a multiple-meaning word is used in a text. ▪ applying grammar features such as contractions, verb tense, and usage to make meaning. ▪ recalling specific details from a text, such as about events or how a character’s problem is solved. ▪ identifying a stated main idea or key point in an informational text. ▪ using text features, such as photographs, captions, headings, or subheadings to locate information in a text. ▪ identifying the order of events in a sequence and completing a graphic organizer to represent the

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	<p>sequence of events in a literary text or steps in a process in an informational text.</p> <ul style="list-style-type: none"> ▪ drawing conclusions about story elements based on stated information and making inferences about characters and their problems or feelings. ▪ inferring the theme or central message of a literary text. ▪ inferring an implied main idea of an informational text. ▪ explaining a key idea in a text and using some general text-based information to support the explanation. ▪ identifying details that support a conclusion drawn from an informational text. ▪ identifying the author’s point of view. ▪ identifying the general organizational pattern of a text, such as chronological, problem and solution, or comparison and contrast. ▪ identifying a characteristic of familiar genres, such as fable, folktale, or biography. ▪ identifying a word, phrase, or sentence that conveys a particular tone. ▪ identifying the general effect of an author’s use of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ predicting what additional events would occur if a literary text were extended. ▪ making predictions about a character’s actions and using relevant, text-based information to support the prediction. ▪ inferring an author’s purpose in a given text and explaining whether the purpose was achieved. ▪ making connections among ideas or concepts within a text. ▪ identifying a real-world situation to which ideas or concepts in a text could be applied. ▪ connecting or extending concepts in an informational text to a new situation. ▪ differentiating between statements in a text that are fact or opinion. ▪ drawing conclusions about a text based on the author’s general style or approach to the topic.
<p>Basic 401–443</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues or prior knowledge to identify the meaning of simple similes, metaphors, or idioms. ▪ identifying the meaning of words with familiar roots and affixes and using grammar features such as contractions, verb tense, and usage to understand vocabulary. ▪ using knowledge of familiar words to determine the meaning of compound words used in text. ▪ using a dictionary to determine the meaning of a familiar word or to choose the appropriate meaning of a multiple-meaning word as used in a text. ▪ using information in a literary text to identify story elements and recalling stated details and events in a

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	<p>literary text.</p> <ul style="list-style-type: none"> ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ identifying which event completes a graphic organizer representing the sequence of events in a text. ▪ identifying a common or familiar theme in a literary text. ▪ identifying a main idea and recalling some stated details that support the main idea of an informational text. ▪ identifying an author’s purpose for writing a given text and identifying a purpose for reading. ▪ drawing conclusions about characters’ feelings or motives or how a character may change, and providing general, text-based information to support the conclusion and making simple inferences and predictions from literary text. ▪ making simple predictions about what information is contained in a text based on a title, heading, or subheading. ▪ making predictions about what information would be included in a text based on a text feature, such as title, heading, subheading, or illustration. ▪ identifying stated cause and effect relationships or comparisons and contrasts in a text. ▪ identifying the type of text and a distinguishing characteristic. ▪ making limited, accurate connections or predictions based on stated information in a below grade-level text. ▪ making predictions about characters’ probable future actions by using both text and visual clues and using limited or overly-general text-based information to support the prediction. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery.
<p>Minimal Performance 400 and below</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ identifying the meaning of, or synonyms and antonyms for, familiar words and phrases as used in a text. ▪ using clear context clues, illustrations, and graphics to determine the meanings of words. ▪ recognizing that the meaning of a familiar word changes when an affix is added. ▪ using dictionary guide words to locate a word and its meaning. ▪ recalling general, stated information about story elements in literary text, such as identifying the main character and setting. ▪ locating text headings and captions in informational texts.

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- identifying the main topic of a text and recalling stated information in a text.
- recalling a few events in a text in order, identifying which event occurred before or after another, and identifying the first and last event in an explicitly stated sequence of events in a text.
- making limited inferences about story elements and drawing simple conclusions based on illustrations.
- identifying what a literary text is mostly about and the general topic of an informational text.
- making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics.
- making limited inferences about ideas or concepts in a text.
- distinguishing between fiction, nonfiction, and poetry.
- identifying the meaning of a familiar simile or metaphor, as used in a text.
- identifying a fact or opinion in a text.
- making partial, incomplete connections within or beyond a text.
- making limited predictions from the text that may be informed by prior experience and text-based information.
- making basic, valid predictions about a text based on title or visual clues.

Grade 6 Reading

The grade 6 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 realistic fiction, historical fiction, myths, drama, biography, autobiography, and poetry. Informational text includes magazine, textbook, and newspaper articles, and government documents. Everyday text includes charts, schedules, simple forms, applications, product labels, safety notices, 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.*

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<p>Advanced 514 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of unfamiliar words or figurative language used in poetry. ▪ using knowledge of root words and affixes to determine the meaning of unfamiliar words. ▪ using a dictionary or thesaurus entry and context clues to determine the meaning of a multiple-meaning word as used in a text. ▪ using information to identify story elements that are not described in detail, such as the setting of a portion of a story. ▪ identifying key points about a topic, or minor or very specific details stated in an informational text. ▪ identifying the location of specific events in a sequence. ▪ inferring the main character’s problem or feelings in a literary text. ▪ drawing conclusions about a central message or common or universal theme in a literary text or poem. ▪ inferring the author’s purpose in writing a poem. ▪ summarizing information about a key point in an informational text and providing appropriate text-based details to support the summary. ▪ using text features such as headings and subheadings to infer in which section additional information would best fit. ▪ analyzing and identifying the organizational pattern of an informational text. ▪ identifying the specific genre of a literary text, such as fantasy or science, realistic, or historical fiction, based on its characteristics. ▪ identifying symbolism in a literary text. ▪ making inferences about an author’s style, such as techniques used to capture a reader’s attention. ▪ analyzing an author’s use of specific descriptive phrases to create an effect and providing some relevant

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	<p>text-based details to support the analysis.</p> <ul style="list-style-type: none"> ▪ predicting what additional events would occur if a literary text were extended. ▪ comparing informational and literary texts to identify a common topic or similar ideas, experiences, theme, or authors’ point of view and providing limited but relevant text-based information to support the comparison. ▪ connecting a theme in a literary text to situations beyond the text. ▪ distinguishing between statements of fact or opinion in an informational text and identifying a text-based example of each. ▪ identifying examples of the author’s intentional use of language or details to convey a given idea or to achieve a given purpose or to achieve a certain effect. ▪ inferring an author’s purpose for including certain details or in making certain word choices.
<p>Proficient 457–513</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using knowledge of familiar words to determine the meaning of unfamiliar compound words used in text. ▪ using context clues to determine the meaning of unfamiliar words or which meaning of a multiple-meaning word is used in a text. ▪ interpreting the meaning of familiar idioms, as used in a text. ▪ using a dictionary or thesaurus and context clues to determine a synonym for a familiar or unfamiliar word. ▪ identifying characters’ motives, thoughts, and actions based on stated information in a literary text. ▪ identifying a main idea in an informational text. ▪ identifying the relative location of events in a sequence and completing a graphic organizer to represent the sequence of events in a literary text or steps in a process in an informational text. ▪ identifying an implied detail or cause and effect relationship in an informational text. ▪ summarizing information in a text and providing text-based details to support the summary, some of which may be irrelevant. ▪ inferring the author’s purpose for writing an informational text. ▪ identifying why a text is fiction or nonfiction based on its characteristics. ▪ identifying a word, phrase, or sentence that conveys a particular tone. ▪ identifying the general effect of an author’s use of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ comparing ideas across two literary texts, but demonstrating an incomplete understanding of similarities

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	<p>and differences, and providing overly general text-based information to support the comparison.</p> <ul style="list-style-type: none"> ▪ identifying a real-world situation to which ideas or concepts in a text could be extended or applied or identifying a new example of a concept discussed in a text. ▪ distinguishing between opinion and fact in informational text. ▪ drawing conclusions about a text based on the author’s general style or approach to the topic.
<p>Basic 418–456</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues or prior knowledge to identify the meaning of simple similes or metaphors or of unfamiliar words. ▪ identifying synonyms of familiar words. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ applying grammar features such as contractions, verb tense, and usage or using a dictionary to determine the meaning of words. ▪ identifying characters, setting, and major events in a literary text. ▪ identifying the stated main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ identifying a common or familiar theme in a literary text. ▪ making simple inferences and predictions from literary text. ▪ identifying the audience for whom a text would be useful. ▪ making generalizations about the topic of an informational text and summarizing a key point or message. ▪ identifying an author’s purpose for writing a given text and a purpose for reading a text. ▪ identifying the genre of a given text. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or imagery. ▪ making predictions about likely future events based on information in a text. ▪ making basic connections among ideas or concepts within a text. ▪ recognizing facts and opinions and stated comparisons and contrasts in short informational passages. ▪ identifying a clear example of an author’s use of words or phrases to achieve a given purpose.

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<p>Minimal Performance</p> <p>417 and below</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using clear context clues, illustrations, and graphics to determine meanings of words and phrases. ▪ using knowledge of familiar words to determine the meaning of compound words and affixed words and recognizing how the meaning of a familiar word changes when an affix is added. ▪ using a dictionary to determine the meaning of a word as used in a text. ▪ recalling stated information about story elements, such as the main character, setting, and sequence of events of a literary text. ▪ identifying the main topic of a text and stated information in a text. ▪ drawing simple conclusions about story elements based on illustrations. ▪ making simple predictions or inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics. ▪ distinguishing between fiction, nonfiction, and poetry. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ making limited predictions from the text that may be informed by prior experience and text-based information.

Grade 7 Reading

The grade 7 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical 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.*

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<p>Advanced</p> <p>523 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues and information about word roots and affixes to determine the meaning of unfamiliar words. ▪ interpreting the implied meaning of figurative language. ▪ using context clues, information about word origins and roots or information about the meaning of Greek or Latin root words, and knowledge of affixes to determine the meaning of unfamiliar words. ▪ determining the meaning of a word based on its location and function in a sentence in addition to context clues. ▪ drawing conclusions about characters based on stated information in a portion of or throughout a text or poem. ▪ identifying how information about a character is revealed in a literary text. ▪ using stated details to identify a true statement about an informational text. ▪ interpreting stated details to identify a cause and effect relationship. ▪ identifying the relative location of events in a literary text or steps in a process in informational or everyday text. ▪ making inferences about events and characters in poetry and making predictions. ▪ comparing the main message or characters in two texts and supporting the comparison with text-based information. ▪ making inferences about the main conflict in a literary text. ▪ inferring the main purpose of an informational text. ▪ summarizing essential information in an everyday text and providing text-based details to support the

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	<p>summary.</p> <ul style="list-style-type: none"> ▪ making inferences based on information presented through visual information, such as illustrations and diagrams. ▪ making inferences about the organizational structure used in a text. ▪ inferring implied cause and effect relationships in informational text. ▪ identifying why a text is fiction or nonfiction based on its characteristics. ▪ making inferences about an author’s style based on use of language and explaining the effect of an author’s use of figurative language. ▪ making comparisons or connections across text and connections with real-world situations and between a given text and prior experience based on information in a text and text features. ▪ distinguishing between fact and opinion in informational text and identifying examples of each. ▪ evaluating an author’s effectiveness in achieving a given purpose and providing text-based information to support the evaluation. ▪ analyzing and comparing the style of two authors of related texts. ▪ evaluating the credibility of information in a text. ▪ analyzing an author’s word choice to determine the specific purpose of a sentence or portion of text. ▪ analyzing an author’s use of figurative language to infer the author’s purpose or intent.
<p>Proficient 467–522</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues and prior knowledge to interpret figurative language or what is implied by a specific word or phrase as used in a text. ▪ using knowledge of and given information about word origins to identify other words with the same root. ▪ using a dictionary or thesaurus entry and context clues to determine the meaning of an unfamiliar or multiple-meaning word as used in a text. ▪ identifying information about characters in a literary text. ▪ identifying stated cause and effect relationships or implied comparisons in an everyday text. ▪ identifying an implied main idea in an informational text. ▪ completing a graphic organizer to represent the sequence of events in a literary text or steps in a process in an informational text. ▪ drawing conclusions about relationships between characters, their actions, and motives. ▪ inferring the implied theme or central message of a literary text. ▪ summarizing information in a literary text and providing some relevant, text-based information to

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	<p>support the summary.</p> <ul style="list-style-type: none"> ▪ analyzing a cause and effect relationship in an informational text. ▪ inferring the author’s purpose for writing an informational text. ▪ identifying implied comparisons in a poem. ▪ extending a theme or general message of a literary text to real-world or common experiences. ▪ making predictions about likely events if a literary text were extended. ▪ connecting or extending concepts in an informational text to a new situation. ▪ distinguishing between ideas that are more or less important in terms of their support of a main idea. ▪ drawing conclusions based on information in a text. ▪ comparing the purpose or viewpoint of authors of two texts. ▪ drawing conclusions about the author’s general style or approach to the topic.
<p>Basic 434–466</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of similes and metaphors or unfamiliar words. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ using knowledge of familiar words to determine the meaning of unfamiliar compound words used in text. ▪ using a dictionary to identify the meaning of an unfamiliar word. ▪ identifying stated information about the speaker in a poem. ▪ identifying stated information about characters’ actions, motives, and feelings. ▪ identifying the stated main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, illustrations, or diagrams to locate specific information in a text. ▪ recalling the order of some events or details in a text. ▪ identifying a common or familiar theme in a literary text. ▪ drawing simple conclusions about what a character does or learns. ▪ identifying the implied main idea of informational texts and recalling stated details. ▪ using information in a text to make simple inferences or to draw simple conclusions. ▪ making simple generalizations about the topic of an informational text. ▪ making inferences about an author’s purpose in using specific, descriptive language or comparisons in a poem ▪ identifying an example of an author’s use of words or phrases to achieve a given purpose. ▪ identifying the meaning of a literary device, such as simile, metaphor, personification, hyperbole, or

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	<p>imagery.</p> <ul style="list-style-type: none"> ▪ making basic connections between a text and real-world or common experiences. ▪ identifying an author’s purpose or point of view. ▪ identifying a clear example of an author’s use of words or phrases to achieve a given purpose.
<p>Minimal Performance 433 and below</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ identifying synonyms and antonyms of familiar words. ▪ using clear context clues, illustrations, graphics, and prior knowledge to determine meanings of words or familiar similes. ▪ identifying the meaning of words with familiar roots and affixes and how word meaning changes when frequently-used affixes are added. ▪ using a dictionary to determine the meaning of a familiar word as used in a text. ▪ identifying stated information about story elements. ▪ identifying the main topic, recalling stated information, and summarizing a key point or message in a text. ▪ using stated details to sequence events. ▪ making simple inferences and predictions from literary text. ▪ making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics. ▪ distinguishing between fiction, nonfiction, and poetry and identifying more specific types of fiction and nonfiction genres. ▪ identifying an author’s purpose for writing a given text and a purpose for reading an informational text. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ making basic connections among ideas or concepts within a text and simple predictions based on information in a literary text. ▪ identifying a true statement about information in a text.

Grade 8 Reading

The grade 8 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 magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons. Everyday text includes charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, and technical 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.*

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<p>Advanced</p> <p>539 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of unfamiliar words or idioms. ▪ using knowledge of root words and word usage to determine the meaning of words in context. ▪ 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. ▪ using discrete and multiple stated details to identify the story elements in a literary text. ▪ identifying the reason for a character’s actions, feelings, or motives. ▪ using multiple details from informational text to extract key information. ▪ interpreting stated details to identify cause and effect relationships. ▪ identifying the relative sequence of events in a text. ▪ locating and sequencing stated information in a text to complete a graphic organizer. ▪ using a graphic organizer and information in a text to recall and sequence events in a text. ▪ drawing conclusions about a central message in a literary text. ▪ inferring a common theme in two literary texts. ▪ making inferences about characters’ traits, feelings, attitudes, and actions. ▪ making inferences about story elements and providing some relevant details from the text to support the inference. ▪ inferring an author’s purpose for writing a text. ▪ inferring an author’s purpose and intended audience for a text or portion of a text. ▪ comparing two texts to identify similarities and/or differences. ▪ analyzing how an idea is supported by information in two texts, and providing some accurate text-based

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	<p>support.</p> <ul style="list-style-type: none"> ▪ summarizing key points or ideas in informational text. ▪ inferring the organizational pattern used in a text or portion of a text. ▪ distinguishing among specific genres of literary text and identifying why a text is fiction or nonfiction based on its characteristics. ▪ analyzing the use of descriptive language or rhetorical devices, such as repetition, in poetry. ▪ inferring a point of view expressed in a poem or a purpose for a poet’s use of specific language. ▪ analyzing an author’s style and tone and inferring the intended effect on the reader. ▪ drawing conclusions about a central message in a literary text, including poetry. ▪ distinguishing between statements of fact and opinion about a technical topic. ▪ predicting/hypothesizing the effects of an event in an informational text. ▪ distinguishing among details that are more or less important to the main idea of an informational text. ▪ evaluating diverse viewpoints in an informational text and the accuracy and credibility of information. ▪ evaluating an author’s effectiveness in achieving a given purpose and providing text-based information to support the evaluation. ▪ explaining how an author’s use of language creates a mood or serves a specific purpose and using text-based details to support the explanation. ▪ inferring an author’s purpose in using specific language or in including certain information in a text. ▪ identifying words, phrases, or sentences that are propaganda or reflect a bias or point of view.
<p>Proficient 480–538</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using context clues to interpret what is implied by a familiar word or phrase as used in a text, the meaning of unfamiliar words, or which meaning of a multiple-meaning word is used in a text. ▪ interpreting the meaning of figurative language as used in a text. ▪ using knowledge of affixes to determine the meaning of unfamiliar words in context. ▪ using a dictionary entry and context clues to determine the meaning of a multiple-meaning word as used in a text. ▪ identifying stated details and relationships among ideas in a literary text. ▪ identifying stated information about main ideas and supporting details in informational text. ▪ using text features, such as tables, charts, or diagrams, to locate and identify a main idea or supporting details. ▪ identifying several details, events in a sequence, or steps in a process stated in a text.

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	<ul style="list-style-type: none"> ▪ making inferences about story events. ▪ identifying the implied theme in a literary text and supporting details. ▪ summarizing important ideas and events in texts and providing some relevant, text-based information to support the summary. ▪ analyzing how an idea is supported by information in two texts, but demonstrating an incomplete understanding and providing limited or vague text-based support. ▪ analyzing an implied cause and effect relationship or comparison and contrast in an informational text. ▪ drawing conclusions from an informational text. ▪ distinguishing among types of language in texts, such as formal, informal, technical, or literary. ▪ inferring an author’s overall style or tone. ▪ making predictions about story elements if a text were continued. ▪ making limited connections to text and drawing conclusions based on stated information in a text. ▪ inferring a clearly expressed point of view. ▪ distinguishing between statements of fact and opinion or important and unimportant facts in an informational text. ▪ identifying phrases or sentences that reveal an author’s purpose or create a given effect.
<p>Basic 445–479</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ using context clues to determine the meaning of figurative language as used in a text. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ identifying stated details about characters and events in a literary text. ▪ identifying the main idea in an informational text and details that support a main idea. ▪ using text features such as headings, subheadings, and illustrations to locate specific information in a text. ▪ recalling the order of some events or details in a text. ▪ explaining how characters change or how they could act differently and using limited or general information to support the explanation. ▪ identifying a common or familiar theme in a literary text and implied main ideas and stated, supporting details in informational text. ▪ using information in a text to make simple inferences and generalizations or to draw simple conclusions. ▪ making predictions or drawing conclusions based on events in a literary text or information in an informational text.

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	<ul style="list-style-type: none"> ▪ interpreting the meaning of simple figurative language, such as a simile, and making inferences about an author’s use of specific words or phrases. ▪ making limited predictions and connections between a text and real-world situations. ▪ identifying a stated point of view.
<p>Minimal Performance 444 and below</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ using clear context clues and prior knowledge to determine the meaning of unfamiliar words or familiar similes in text. ▪ identifying the meaning of words with familiar roots and affixes and how word meaning changes when frequently-used affixes are added. ▪ using a dictionary to determine the meaning of a familiar word as used in a text or unfamiliar words in below grade-level text. ▪ identifying stated information about story elements and using stated details to sequence events. ▪ identifying the main topic and stated main idea of a text and stated details in a text. ▪ locating text features, such as headings, subheadings, and graphics, identifying stated information related to those features, and making simple inferences about the content of a text or portion based on text features. ▪ locating the first and last events in an explicitly stated sequence in a text. ▪ summarizing the main message in a text and making simple inferences and predictions from literary text. ▪ identifying the general topic of an informational text and stated facts about the topic. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ predicting outcomes in a literary text. ▪ identifying important details in a literary text. ▪ making limited connections between a text and real-world experiences and drawing limited or basic conclusions based on stated information. ▪ identifying a word or phrase that reflects a specific purpose or style.

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.*

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<p>Advanced 555 and above</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ interpreting the meaning of figurative language as used in a poem. ▪ using context clues to determine the meaning of unfamiliar words and determining which meaning of a multiple-meaning word is used in a text. ▪ using and extending knowledge of root words, affixes, word origins, and word usage to determine the meaning of words in context. ▪ 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. ▪ identifying stated relationships among story elements and drawing conclusions about characters based on stated information in a portion of or throughout a text. ▪ identifying stated information about main ideas and supporting details in informational text. ▪ 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. ▪ organizing information in a text into chronological or procedural steps from information in a text that is either not explicitly stated or clearly sequenced. ▪ using stated, sequential information, extend the sequence or draw conclusions. ▪ making inferences about point of view and characters' attitudes and experiences in literary text. ▪ analyzing and explaining how a poet uses contrasts to develop a central theme and using text-based details to support the explanation. ▪ making inferences by comparing graphics and headings in everyday texts, such as promotional advertising.

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

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.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges	
<p>Basic</p> <p>456–502</p>	<p>At the beginning of the year, students at the Basic level demonstrate some academic knowledge and skills tested on the WKCE-CRT by:</p> <ul style="list-style-type: none"> ▪ identifying a synonym or antonym for words used in text. ▪ using context clues to determine the meaning of unfamiliar words. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ using basic knowledge of prefixes, suffixes or root words and word origins to determine the meaning of unfamiliar words in context. ▪ using a dictionary to identify the meaning of an unfamiliar word. ▪ identifying stated details about characters and events in a literary text. ▪ identifying information conveyed through visual text features. ▪ identifying stated information and details in an informational text. ▪ identifying the sequence of explicitly-stated events in basic literary and informational texts. ▪ demonstrating some skill in identifying story elements, summarizing main ideas, and drawing conclusions from explicitly stated information in literary text. ▪ summarizing a main idea in an informational text and providing limited text-based details to support the summary. ▪ using information in a text to make simple inferences or to draw simple conclusions. ▪ making generalizations about the topic of an informational text. ▪ inferring how an author organizes ideas in a brief literary text. ▪ analyzing meaning of simple figurative language, such as simile. ▪ analyzing basic aspects of author’s style and simple rhetorical devices. ▪ inferring a character’s attitude. ▪ summarizing major events in a literary text and providing limited text-based details to support the summary. ▪ comparing how two poems share a similar theme and using limited text-based details to support the comparison. ▪ drawing conclusions based on text and visual information. ▪ making predictions or extending ideas based on stated information. ▪ making inferences about an author’s use of specific words or phrases. ▪ identifying the author’s purpose in simple texts. ▪ identifying an author’s word choice. ▪ identifying obvious bias and propaganda in language.

WKCE-CRT Performance Level Descriptions and Scale Score Ranges

<p>Minimal Performance</p> <p>455 and below</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ identifying the meaning of familiar or below grade-level words and phrases. ▪ identifying how word meaning changes when frequently-used affixes are added. ▪ identifying the meaning of words with familiar roots and affixes. ▪ using a dictionary to determine the meaning of a familiar word as used in a text or unfamiliar words in below grade-level text. ▪ identifying stated information about story elements. ▪ identifying the main topic and stated main idea of a text and stated details in a text. ▪ locating text features, such as headings, subheadings, and graphics and identifying stated information related to those features. ▪ using stated details to sequence events. ▪ locating the first and last events in an explicitly stated sequence in a text. ▪ summarizing the main message in a text. ▪ making simple inferences and predictions from literary text. ▪ identifying the general topic of an informational text. ▪ making simple inferences about the content of a text or portion of text based on text features, such as title, headings, subheadings, or graphics. ▪ identifying the meaning of a familiar simile or metaphor, as used in a text. ▪ identifying a clearly expressed or explicitly stated point of view. ▪ providing an overly-general or brief summary of a text. ▪ drawing limited or basic conclusions based on stated information. ▪ identifying a word or phrase that reflects a specific purpose or style. ▪ identifying the author’s stated purpose.
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Reading Performance Levels: Feedback

Please help us improve this document! We welcome your comments and questions. Please contact us at:

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Please remember to include your contact information if you desire a response.

Reading Performance Levels: Document Revision History

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<u>Date Revised</u>	<u>Version</u>	<u>Page</u>	<u>Description</u>
Sept. 2006	1.0		Initial release.

