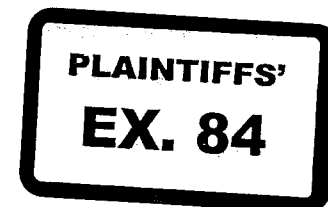


3rd Grade Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative and expository text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. <u>This student struggles to recognize</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles to</u></p> <ul style="list-style-type: none"> • draw accurate conclusions • compare and contrast • determine cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> • text structures (problem and solution, sequence) • literary elements of fiction (setting and character) 	<p>When independently reading grade-appropriate narrative and expository text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited recognition of</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> • draws conclusions • compare and contrast • determine cause and effect <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness of</u></p> <ul style="list-style-type: none"> • text structures(problem and solution, sequence) • literary elements of fiction (setting and character) 	<p>When independently reading grade-appropriate narrative and expository text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to recognize</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student <u>is likely to</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • determine cause and effect <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student is likely to <u>have awareness of</u></p> <ul style="list-style-type: none"> • text structures (problem and solution, sequence) • literary elements of fiction (setting and character) 	<p>When independently reading grade-appropriate narrative and expository text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student recognizes</u></p> <ul style="list-style-type: none"> • the topic, main idea and supporting details • vocabulary in context • a correct retelling • text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • link cause and effect • recognize implied main idea <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures (problem and solution, sequence) • identifies literary elements of fiction (setting and character) 	<p>When independently reading grade-appropriate narrative and expository text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> • the topic, main idea and supporting details • vocabulary in context • a correct retelling • text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • link cause and effect • recognize implied main idea <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures (problem and solution, sequence) • identifies literary elements of fiction (setting and character)



4th Grade Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, and technical text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. <u>This student struggles to recognize</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • the author's purpose • text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles</u> to</p> <ul style="list-style-type: none"> • draw accurate conclusions • compare and contrast • determine cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, and technical, text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited recognition of</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • the author's purpose • text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> • draws conclusions • compare and contrast • determine cause and effect <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness of</u></p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, and technical text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to recognize</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct retelling • the author's purpose • text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student <u>is likely to</u></p> <ul style="list-style-type: none"> • draw accurate conclusions • compare and contrast • determine cause and effect <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student is likely to <u>have awareness of</u></p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, and technical text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student recognizes</u></p> <ul style="list-style-type: none"> • the main ideas and supporting details • vocabulary in context • a correct retelling • the author's purpose • text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw accurate conclusions • compare and contrast • link cause and effect <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development) 	<p>When independently reading grade-appropriate narrative, expository, and technical text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> • the main ideas and supporting details • vocabulary in context • a correct retelling • the author's purpose • text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw accurate conclusions • compare and contrast • link cause and effect <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development)

5th Grade Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. <u>This student struggles to recognize</u></p> <ul style="list-style-type: none"> the topic, main idea, and supporting details vocabulary in context correct retelling the author's purpose text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles to</u></p> <ul style="list-style-type: none"> draw accurate conclusions compare and contrast determine cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> text structures the difference between fact and opinion literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited recognition of</u></p> <ul style="list-style-type: none"> the topic, main idea, and supporting details vocabulary in context correct retelling the author's purpose text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> draws conclusions compares and contrasts determines cause and effect <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness of</u></p> <ul style="list-style-type: none"> text structures the difference between fact and opinion literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, and technical and persuasive text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to recognize</u></p> <ul style="list-style-type: none"> the topic, main idea, and supporting details vocabulary in context correct retelling author's purpose text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student is <u>likely to</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast determine cause and effect <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student is likely to <u>have awareness of</u></p> <ul style="list-style-type: none"> text structures the difference between fact and opinion literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student recognizes</u></p> <ul style="list-style-type: none"> the topic, main idea, supporting details, and themes vocabulary in context a correct retelling the author's purpose text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast link cause and effect <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> identifies text structures distinguishes between fact and opinion and recognizes propaganda identifies literary elements of fiction (setting character, plot development) 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> the topic, main idea, supporting details, and themes vocabulary in context a correct retelling the author's purpose text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast link cause and effect <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> identifies text structures distinguishes between fact and opinion and recognizes propaganda identifies literary elements of fiction (setting character, plot development)

6th Grade Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. <u>This student struggles to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles</u> to</p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • determine cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited ability to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> • draws conclusions • compares and contrasts • determines cause and effect <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness</u> of</p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, technical text, and persuasive text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea and supporting details across content areas. • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student <u>is likely to</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • recognize cause and effect relationships <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student is likely to <u>have awareness</u> of</p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • propaganda • elements of fiction (setting, character, plot) 	<p>When independently reading grade-appropriate narrative, expository, technical text, and persuasive text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student identifies</u></p> <ul style="list-style-type: none"> • the topic main idea, supporting details, and themes across content areas • vocabulary in context • a correct paraphrasing and summarizing • the author's purpose • text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • explain cause and effect relationships • recognize implied main idea <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures • distinguishes between fact and opinion • identifies propaganda and bias • identifies elements of fiction (setting character, plot development) 	<p>When independently reading grade-appropriate narrative, expository, technical text, and persuasive text, an exemplary student has <i>full comprehension, making connections within and outside the text</i>:</p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> • the topic, main idea, supporting details, and themes across all content areas • vocabulary in context • a correct paraphrasing and summarizing • the author's purpose • text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • explain cause and effect relationships • recognize implied main idea <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies text structures • distinguishes between fact and opinion • identifies propaganda and bias • identifies elements of fiction (setting character, plot development)

7th Grade Reading

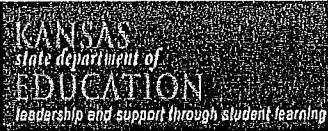
Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. <u>This student struggles to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles to</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • recognize cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> • text structures • the difference between fact and opinion • persuasive techniques • literary elements of fiction (setting, character, plot) • figurative language • author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited ability to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea, and supporting details • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> • draws conclusions • compares and contrasts • recognizes cause and effect • recognizes implied main ideas <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness of</u></p> <ul style="list-style-type: none"> • the relationship between text structure and comprehension • the difference between fact and opinion • persuasive techniques • connections between setting, character, plot • figurative language • author's style 	<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to identify</u></p> <ul style="list-style-type: none"> • the topic, main idea and supporting details • vocabulary in context • correct paraphrasing and summarizing • the author's purpose • text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student <u>is likely to</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • recognize cause and effect relationships • recognize implied main ideas <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student is likely to <u>have awareness of</u></p> <ul style="list-style-type: none"> • the relationship between text structure and comprehension • the difference between fact and opinion, • propaganda and persuasive techniques • connections between setting, character, plot • figurative language • author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student identifies</u></p> <ul style="list-style-type: none"> • the topic, main idea, supporting details, and theme across all content areas • vocabulary in context across content areas • correct paraphrasing and summarizing • the author's purpose • text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • explain cause and effect relationships • recognize implied main ideas <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies the relationship between text structure and comprehension • distinguishes between fact and opinion; • identifies propaganda, persuasive techniques, and bias • identifies connections between setting, character, and plot • recognizes figurative language • recognizes author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> • the topic, main idea, supporting details, and theme(s) across all content areas • vocabulary in context across content areas • correct paraphrasing and summarizing • the author's purpose • text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> • draw conclusions • compare and contrast • explain cause and effect relationships • recognize implied main ideas <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> • identifies the relationship between text structure and comprehension • distinguishes between fact and opinion • identifies propaganda, persuasive techniques, and bias • identifies the connection between elements of fiction setting, character, plot development • recognizes figurative language • recognizes author's style

8th Grade Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not likely</u> to construct literal meaning that matches the author's intended meaning. <u>This student struggles to identify</u></p> <ul style="list-style-type: none"> the topic, main idea, and supporting details vocabulary in context correct paraphrasing and summarizing the author's purpose text features <p>This student is <u>not likely</u> to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles</u> to</p> <ul style="list-style-type: none"> draw accurate conclusions compare and contrast determine cause and effect recognizes implied main ideas <p>This student is <u>not likely</u> to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> text structures the difference between fact and opinion literary elements of fiction (setting, character, plot) figurative language persuasive techniques author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. <u>This student is likely to have a limited ability to identify</u></p> <ul style="list-style-type: none"> the topic, main idea, and supporting details vocabulary in context correct paraphrasing and summarizing the author's purpose text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> draws conclusions compares and contrasts determines cause and effect recognizes implied main ideas <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student <u>is likely to have limited awareness of</u></p> <ul style="list-style-type: none"> the relationship between text structure and comprehension the difference between fact and opinion connections between setting, character, plot figurative language persuasive techniques author's style 	<p>When independently reading grade-appropriate narrative, expository, technical and persuasive text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. <u>This student is likely to identify</u></p> <ul style="list-style-type: none"> the topic, main idea supporting details, and theme vocabulary in context correct paraphrasing and summarizing the author's purpose text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student is <u>likely</u> to</p> <ul style="list-style-type: none"> draw conclusions compare and contrast recognize cause and effect relationships identify implied main ideas <p>This student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. This student <u>is likely to have awareness of</u></p> <ul style="list-style-type: none"> the relationship between text structure and comprehension the difference between fact and opinion propaganda and persuasive techniques connections between setting, character, plot figurative language author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. <u>The student identifies</u></p> <ul style="list-style-type: none"> the topic, main idea, supporting details, and theme across all content areas vocabulary in context across content areas correct paraphrasing and summarizing the author's purpose text features <p>This student <u>makes</u> connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast explain cause and effect relationships identify implied main ideas <p>This student <u>recognizes</u> techniques authors use to communicate their ideas with words. <u>The student accurately</u></p> <ul style="list-style-type: none"> identifies the relationship between text structure and comprehension distinguishes between fact and opinion identifies propaganda, persuasive techniques, and bias identifies connections between setting, character, and plot identifies figurative language identifies author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. <u>The student understands</u></p> <ul style="list-style-type: none"> the topic, main idea, supporting details, and theme(s) across all content areas vocabulary in context across content areas correct paraphrasing and summarizing the author's purpose text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast explain cause and effect relationships identify implied main ideas <p>The student <u>understands complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> identifies the relationship between text structure and comprehension distinguishes between fact and opinion identifies propaganda, persuasive techniques, and bias identifies the connection between elements of fiction setting, character, plot development identifies figurative language identifies author's style

High School Reading

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an unsatisfactory student has <i>incomplete</i> comprehension:</p> <p>This student is <u>not</u> likely to construct literal meaning that matches the author's intended meaning. This student <u>struggles</u> to identify</p> <ul style="list-style-type: none"> the main idea vocabulary in context the essential elements of paraphrasing and summary the author's purpose text features <p>This student is <u>not</u> likely to make connections or perceive relationships in order to construct inferential meaning. This student <u>struggles</u> to</p> <ul style="list-style-type: none"> draw accurate conclusions compare and contrast determine cause and effect <p>This student is <u>not</u> likely to recognize techniques authors use to communicate their ideas with words. This student <u>struggles</u> with</p> <ul style="list-style-type: none"> text structures the difference between fact and opinion persuasive techniques literary elements of fiction (setting, character, plot) figurative language author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text a basic student has <i>partial</i> comprehension:</p> <p>This student constructs literal meaning that <u>inconsistently and/or inaccurately</u> matches the author's intended meaning. This student is likely to <u>have a limited ability to identify</u></p> <ul style="list-style-type: none"> the main idea or supporting details vocabulary in context the essential elements of paraphrasing and summary the author's purpose text features <p>The student makes <u>minimal</u> connections and perceives <u>inaccurate</u> relationships in order to construct inferential meaning. The student <u>inconsistently and/or inaccurately</u></p> <ul style="list-style-type: none"> draws conclusions compares and contrasts determines cause and effect identifies implied main idea <p>The student <u>recognizes simple</u> techniques authors use to communicate their ideas with words. The student is likely to have <u>limited awareness</u> of</p> <ul style="list-style-type: none"> text structures the difference between fact and opinion persuasive techniques literary elements of fiction (setting, character, plot) figurative language author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, a proficient student has <i>satisfactory</i> comprehension:</p> <p>This student constructs literal meaning that <u>generally</u> matches the author's intent. This student <u>identifies and is likely to understand</u></p> <ul style="list-style-type: none"> the main ideas, some supporting details, and themes vocabulary in context the essential elements of paraphrasing and summary author's purpose the purpose of common text features <p>This student makes <u>obvious</u> connections and perceives <u>some</u> relationships to construct inferential meaning. This student <u>is likely to</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast explain cause and effect relationships identify implied main ideas <p>This student <u>recognizes and is likely to understand simple</u> techniques authors use to communicate their ideas with words. This student is likely to</p> <ul style="list-style-type: none"> analyze the predominant text structure of the passage distinguish between fact and opinion identify persuasive techniques analyze elements of fiction (setting, character development, plot elements) identify figurative language analyze simple elements of author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an advanced student has <i>full</i> comprehension:</p> <p>This student constructs literal meaning that <u>closely</u> matches the author's intended message. The student understands and</p> <ul style="list-style-type: none"> identifies the main ideas, supporting details, and themes across content areas determines meaning of complex vocabulary in context across content areas paraphrases and summarizes explains the author's purpose uses text features <p>This student makes connections and perceives <u>complex</u> relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast explain cause and effect relationships recognize implied main ideas and themes <p>This student <u>analyzes</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> analyzes text structures throughout the passage distinguishes between fact and opinion recognizes propaganda analyzes persuasive techniques analyzes elements of fiction (influence of setting, character types and development, plot elements) interprets figurative language analyzes author's style 	<p>When independently reading grade-appropriate narrative, expository, technical, and persuasive text, an exemplary student has <i>full comprehension, making connections within and outside the text:</i></p> <p>This student constructs literal meaning that <u>accurately</u> matches the author's intent. The student understands and</p> <ul style="list-style-type: none"> identifies the main ideas, supporting details, and themes across content areas determines meaning of complex vocabulary in context across content areas paraphrases and summarizes understands the author's purpose uses complex text features <p>The student makes <u>subtle or complex</u> connections and perceives relationships to construct inferential meaning. The student <u>will</u></p> <ul style="list-style-type: none"> draw conclusions compare and contrast explain cause and effect relationships analyze implied main ideas and themes <p>The student <u>evaluates complex</u> techniques authors use to communicate their ideas with words. The student <u>accurately</u></p> <ul style="list-style-type: none"> evaluates text structures throughout the passage distinguishes between fact and opinion recognizes propaganda evaluates persuasive techniques analyzes elements of fiction (influence of setting, character types and development, plot elements) analyzes figurative language evaluates author's style



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