

Advanced – Performance Level 4 (Score range: 747 to 999)

Students infer main idea/details; make connections/summarize events' support conclusions/theses/opinions with details/graphics/historical information; interpret character behavior; analyze cause/effect; infer themes/author's purpose; differentiate between factual/emotional appeals; analyze/draw conclusions by identifying tone and view point; interpret poetry and poet's viewpoint; identify paraphrases; use research tools and textual/graphic/bibliographic features to compare/contrast/locate information; discriminate amount literary techniques; and define challenging words from context.

Proficient – Performance Level 3 (Score range: 663 to 746)

Students infer/summarize main idea/plot; identify supporting details; interpret meaning; explain cause/effect; identify author's viewpoint; draw conclusions by analyzing irony/contradictions/language sequence of events; locate relevant information in references; use basic organizational features of bibliographic information; evaluate and organize information from different sources to support arguments; evaluate sources for credibility; identify literary themes through sequence of events and interferences; apply literary terminology to poetry; and provide support for a thesis.

Partially Proficient – Performance Level 2 (Score range: 607 to 662)

Students are partially proficient when they use limited strategies to demonstrate comprehension of text by summarizing main idea in basic text and respond to literature by identifying theme through inferences about characters and their behavior

Unsatisfactory – Performance Level 1 (Score range: 370 to 606)

Students can identify the main idea of a basic reading selection.



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 1 Tenth-grade students are advanced when they use multiple strategies to read a variety of selections and demonstrate insight into text by</p> <ul style="list-style-type: none"> • inferring main idea in a complex nonfiction passage • defining challenging vocabulary using structural clues and context clues • making a connection between two texts • summarizing a complex event from various texts (e.g., personal narrative, novel excerpts) • supporting a conclusion using details • interpreting a character's behavior • reading carefully and identifying details in complex text • analyzing cause and effect relationships presented in text • synthesizing elements of text to infer an implied theme • differentiating between factual and emotional appeals • identifying word meaning and words in context 	<p>Standard 1 Tenth-grade students are proficient when they use multiple strategies to read a variety of selections to demonstrate comprehension by</p> <ul style="list-style-type: none"> • inferring main idea in texts (e.g., simple satire and autobiography) • identifying supporting details in autobiographical text • interpreting meaning in an excerpt from a novel • summarizing main idea in complex text (e.g., newspaper articles) • explaining cause and effect in simple satire • summarizing plot in short fiction • identifying supporting details in nonfiction • identifying cause and effect at literal level 	<p>Standard 1 Tenth-grade students are partially proficient when they use limited strategies to demonstrate comprehension of reading materials by</p> <ul style="list-style-type: none"> • summarizing main idea in basic text (e.g., newspaper articles or humor columns) 	<p>Standard 1 Students can identify the main idea of a basic reading selection</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 4 Tenth-grade students are advanced when they respond to a specific text by</p> <ul style="list-style-type: none"> • analyzing poetry to determine author's viewpoint to support a given thesis from a critical text • inferring author's purpose • analyzing news articles or other nonfiction to identify speaker's tone and viewpoint • inferring authors' viewpoints from various technical texts • inferring author's purpose and tone • analyzing complex text in order to draw a conclusion • drawing conclusions based on sophisticated analysis of text to identify and explain author's viewpoint • evaluating a poem critically and supporting personal interpretation and the author's viewpoint 	<p>Standard 4 Tenth-grade students are proficient when they respond to a specific text by</p> <ul style="list-style-type: none"> • analyzing text to identify author's viewpoint in nonfiction • drawing conclusions by analyzing irony • drawing conclusions by analyzing contradictions in fiction • drawing conclusions by analyzing language used in poetry • drawing conclusions by analyzing a sequence of events in nonfiction 	<p>Standard 4 No evidence for this standard at this performance level.</p>	<p>Standard 4 Students can identify the main idea of a basic reading selection.</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 5 Tenth-grade students are advanced when they demonstrate skill in finding and using information from a variety of complex sources by</p> <ul style="list-style-type: none"> • locating several relevant pieces of information in a text • drawing relevant information from charts, graphs, and maps to support an argument in nonfiction • reading complex source material carefully to identify paraphrased information • using organizational features of printed text and graphics to compare and contrast relevant information • using organizational features in a bibliography to locate relevant information • using organizational features of research tools to identify availability of various source materials 	<p>Standard 5 Tenth-grade students are proficient when they demonstrate the accurate use of information from a variety of reference sources by</p> <ul style="list-style-type: none"> • locating relevant information in a basic text • using basic organizational features of bibliographic references • evaluating and organizing information from a variety of sources to support an argument • reading carefully and evaluating a source for credibility 	<p>Standard 5 No evidence for this standard at this performance level</p>	<p>Standard 5 Students can identify the main idea of a basic reading selection.</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p>Standard 6 Tenth-grade students are advanced when they demonstrate the ability to read and respond to literature by</p> <ul style="list-style-type: none"> • reading and responding to narrative by identifying theme and supporting that opinion with specific details from the text • applying knowledge of personification to poetry • responding to poetry by inferring details from the context • discriminating among literary techniques used in classic literature • supporting a thesis statement across multiple texts from different historical periods • identifying themes by making multiple abstract inferences about characters' behavior • distinguishing between examples of symbolism and nonsymbolic text in fiction • providing extended support for a given thesis in literature • applying knowledge of the elements of characterization • interpreting symbolism in poetry in a basic manner 	<p>Standard 6 Tenth-grade students are proficient when they demonstrate the ability to read and respond to literature by</p> <ul style="list-style-type: none"> • reading and responding to narrative text by identifying theme through a sequence of events • reading and responding to poetry by applying literary terminology • identifying themes in classic literature by making inferences from key ideas • identifying themes in poetry by making inferences from key ideas • providing support for a given thesis in literature 	<p>Standard 6 Tenth-grade students are partially proficient when they demonstrate the ability to read and respond to literature by</p> <ul style="list-style-type: none"> • identifying theme through inferences about characters and their behavior 	<p>Standard 6 Students can identify the main idea of a basic reading selection.</p>