### 3rd Grade Reading — Performance Level Descriptors

#### Key Ideas and Details

Students read informational and literary texts to determine central ideas and themes, and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.

**Needs Support**

- is working toward being able to read to understand a simple purpose and short, basic sentences in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - is working on identifying an author's explicit claims.
  - is working on identifying a simple purpose, short, basic sentences, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
    - is working on identifying explicitly stated central ideas.
    - is working on identifying explicit textual details.
    - is working on making simple inferences about key details.

**Close**

- is working toward being able to read to understand a simple purpose, short, basic sentences, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - is working on identifying author's purpose.
  - is working on identifying characterization from textual evidence.
  - is working on identifying word and phrase meanings from context.

**Ready**

- is working toward being able to read to understand a simple purpose, short, basic sentences, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - connects author's purpose to specific events or information in the text.
  - identifies details that support author’s purpose.
  - identifies characterization from textual evidence.
  - identifies word and phrase meanings from context.

**Exceeding**

- is working toward being able to read to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies an author’s explicit or implied claims.
  - cites textual evidence to support claims.
  - distinguishes between fact and opinion.
  - identifies similarities and differences between topics or characters.

**Integration of Knowledge and Ideas**

Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

**Needs Support**

- is working toward being able to read to understand a simple purpose and short, basic sentences in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - is working on identifying an author’s explicit claims.
  - is working on citing textual evidence to support claims.
  - is working on recognizing similarities and differences between texts.

**Close**

- is working toward being able to read to understand a simple purpose, short, basic sentences, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - includes an author’s explicit claims.
  - includes citations to support claims.
  - distinguishes between fact and opinion.
  - identifies similarities and differences between topics or characters.

**Ready**

- is working toward being able to read to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies an author’s explicit or implied claims.
  - analyzes how authors use textual evidence to construct their claims.
  - distinguishes between fact and opinion.
  - compares and contrasts two texts.
  - identifies similarities and differences between topics or characters.

**Exceeding**

- is working toward being able to read to understand a clear purpose and organizational structure, some longer and more complex sentences, and clearly stated ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - distinguishes between multiple perspectives.
  - identifies how parts of a text contribute to characterization and theme.
  - identifies word and phrase meanings from context.

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*Students read and analyze primarily basic texts.*

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### 4th Grade Reading — Performance Level Descriptors

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>A student performing at the Needs Support level:</strong></td>
<td><strong>A student performing at the Close level:</strong></td>
<td><strong>A student performing at the Ready level:</strong></td>
<td><strong>A student performing at the Exceeding level:</strong></td>
</tr>
<tr>
<td>Students read informational and literary texts to determine central ideas and themes, and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.</td>
<td>• is working toward being able to read to understand a simple purpose, short, basic sentences, and some polysyllabic words in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a simple purpose, short, basic sentences, some polysyllabic words, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td>• identifying explicitly stated central ideas.</td>
<td>• identifies explicitly stated central ideas.</td>
<td>• identifies and connects central ideas developed across a text.</td>
<td>• identifies and connects central ideas developed across a text.</td>
<td>• identifies and connects central ideas developed across a text.</td>
</tr>
<tr>
<td>• identifying explicit textual details.</td>
<td>• identifies explicit textual details.</td>
<td>• summarizes texts.</td>
<td>• summarizes texts.</td>
<td>• summarizes texts.</td>
</tr>
<tr>
<td>• making simple inferences about key details.</td>
<td>• makes simple inferences about key details.</td>
<td>• connects ideas, events, and characters to make logical inferences.</td>
<td>• uses key details to draw conclusions about character traits and actions.</td>
<td>• uses key details to analyze character traits and actions.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>A student performing at the Needs Support level:</strong></td>
<td><strong>A student performing at the Close level:</strong></td>
<td><strong>A student performing at the Ready level:</strong></td>
<td><strong>A student performing at the Exceeding level:</strong></td>
</tr>
<tr>
<td>Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.</td>
<td>• is working toward being able to read to understand a simple purpose, short, basic sentences, and some polysyllabic words in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a simple purpose, short, basic sentences, some polysyllabic words, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td>• identifying author’s purpose.</td>
<td>• identifies author’s purpose by referencing specific events or information in the text.</td>
<td>• makes connections between the structure and content in a text, and identifies how these connections contribute to author’s purpose.</td>
<td>• identifies how parts of a text contribute to characterization and theme.</td>
<td>• identifies how the structure and content shape author’s purpose.</td>
</tr>
<tr>
<td>• identifying details that support author’s purpose.</td>
<td>• identifies details that support author’s purpose.</td>
<td>• identifies how parts of a text contribute to characterization and theme.</td>
<td>• identifies word and phrase meanings from context, including phrases containing figurative language.</td>
<td>• identifies word and phrase meanings from context, including phrases containing figurative language.</td>
</tr>
<tr>
<td>• identifying word meaning from context.</td>
<td>• identifies the main purpose of parts of a text and infers why an author included specific parts of a text.</td>
<td>• identifies word and phrase meanings from context, including phrases containing figurative language.</td>
<td>• distinguishes between multiple perspectives.</td>
<td>• distinguishes between multiple perspectives.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>A student performing at the Needs Support level:</strong></td>
<td><strong>A student performing at the Close level:</strong></td>
<td><strong>A student performing at the Ready level:</strong></td>
<td><strong>A student performing at the Exceeding level:</strong></td>
</tr>
<tr>
<td>Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.</td>
<td>• is working toward being able to read to understand a simple purpose, short, basic sentences, and some polysyllabic words in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a simple purpose, short, basic sentences, some polysyllabic words, and clearly stated ideas in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, and more complex ideas and concepts in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td>• identifying an author’s explicit claims.</td>
<td>• identifies an author’s explicit or implied claims.</td>
<td>• identifies an author’s explicit or implied claims.</td>
<td>• identifies and connects central ideas developed across a text.</td>
<td>• identifies and connects central ideas developed across a text.</td>
</tr>
<tr>
<td>• citing textual evidence to support claims.</td>
<td>• cites textual evidence to support claims.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• distinguishes between fact and opinion.</td>
</tr>
<tr>
<td>• identifying sentences with a simple structure as fact or opinion.</td>
<td>• identifies how fact and opinion function in the text.</td>
<td>• identifies how fact and opinion function in the text.</td>
<td>• identifies how fact and opinion function in the text.</td>
<td>• identifies how fact and opinion function in the text.</td>
</tr>
<tr>
<td>• recognizing similarities and differences between two texts.</td>
<td>• identifies a common topic across two texts.</td>
<td>• compares and contrasts two texts.</td>
<td>• compares and contrasts two texts.</td>
<td>• compares and contrasts two texts.</td>
</tr>
<tr>
<td>• identifying similarities in texts to support a claim.</td>
<td>• identifies similarities in texts to support a claim.</td>
<td>• identifies and connects central ideas developed across a text.</td>
<td>• identifies multiple perspectives in a text.</td>
<td>• identifies multiple perspectives in a text.</td>
</tr>
</tbody>
</table>

*Students read and analyze primarily Basic and Straightforward texts.

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### 5th Grade Reading — Performance Level Descriptors

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students read informational and literary texts to determine central ideas and themes, and accurately summarize information. They read closely to understand relationships and draw logical inferences and conclusions.</td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
<td>A student performing at the Exceeding level:</td>
</tr>
<tr>
<td>- is working toward being able to read to understand a simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>- reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>- reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>- reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, abstract ideas and concepts, and literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td></td>
</tr>
<tr>
<td>- identifying explicitly stated central ideas.</td>
<td>- identifies and connects explicitly stated central ideas.</td>
<td>- identifies and connects central ideas developed across a text.</td>
<td>- identifies and connects central ideas developed across a text.</td>
<td></td>
</tr>
<tr>
<td>- identifying explicit textual details.</td>
<td>- identifies explicit textual details.</td>
<td>- summarizes texts.</td>
<td>- summarizes texts.</td>
<td></td>
</tr>
<tr>
<td>- making simple inferences about key details.</td>
<td>- makes simple inferences about key details.</td>
<td>- connects ideas, events, and characters to make logical inferences.</td>
<td>- uses key details to draw conclusions about character traits and actions.</td>
<td></td>
</tr>
</tbody>
</table>

| **Craft and Structure** |               |       |       |           |
| Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information. | A student performing at the Needs Support level: | A student performing at the Close level: | A student performing at the Ready level: | A student performing at the Exceeding level: |
| - is working toward being able to read to understand a simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: | - identifies an author’s purpose. | - reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: | - reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, abstract ideas and concepts, and literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: |
| - identifying word meaning from context. | - identifies word meaning from context. | - identifies word meaning from context, including phrases containing figurative language. | - identifies word meaning from context, including phrases containing figurative language. |
| - identifying details that support author’s perspective. | - identifies details that support author’s perspective. | - identifies details that support author’s perspective. | - identifies multiple perspectives in a text. |

| **Integration of Knowledge and Ideas** |               |       |       |           |
| Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluate reasoning and evidence from various sources. | A student performing at the Needs Support level: | A student performing at the Close level: | A student performing at the Ready level: | A student performing at the Exceeding level: |
| - is working toward being able to read to understand a simple purpose, basic sentences, some polysyllabic words, and a few instances of simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: | - reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and simple similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: | - reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts, and similes and metaphors in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: | - reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, abstract ideas and concepts, and literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level: |
| - identifying an author’s explicit claims. | - identifies an author’s explicit or implied claims. | - identifies an author’s explicit or implied claims. | - identifies an author’s implied claim. |
| - citing textual evidence to support claims. | - cites textual evidence to support claims. | - analyzes how authors use textual evidence to construct their claims. | - analyzes how authors use textual evidence to construct their claims. |
| - identifying sentences as fact or opinion. | - identifies how the fact and opinion functions in the text. | - distinguishes between fact and opinion. | - distinguishes between fact and opinion. |
| - identifying how the fact and opinion functions in the text. | - identifies the fact and opinion functions in the text. | - compares and contrasts two texts. | - compares and contrasts two texts. |
| - identifying explicit or implied similarities and differences between two texts. | - infers similarities and differences to support a claim. | - identifies or infers similarities and differences between topics or characters in the text. | - identifies or infers similarities and differences between topics or characters in the text. |
| - infers similarities and differences to support a claim. | | | |

*Students read and analyze primarily Straightforward texts.*

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**6th Grade Reading — Performance Level Descriptors**

<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
<td>A student performing at the Exceeding level:</td>
</tr>
<tr>
<td>Students read informational and literary texts to determine central ideas and themes, and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.</td>
<td>• is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td></td>
<td>• identifying explicitly stated central ideas.</td>
<td>• identifies and connects explicitly stated central ideas.</td>
<td>• identifies and connects central ideas developed across a text.</td>
<td>• identifies and connects central ideas developed across a text.</td>
</tr>
<tr>
<td></td>
<td>• identifying explicit textual details.</td>
<td>• summarizes texts.</td>
<td>• summarizes texts.</td>
<td>• summarizes texts.</td>
</tr>
<tr>
<td></td>
<td>• making simple inferences about key details.</td>
<td>• identifies textual details.</td>
<td>• connects ideas, events, and individuals to make logical inferences.</td>
<td>• analyzes ideas, events, and individuals to make logical inferences.</td>
</tr>
<tr>
<td></td>
<td>• identifying characterization.</td>
<td>• makes simple inferences about key details.</td>
<td>• draws conclusions about characterization.</td>
<td>• analyzes characterization.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
<td>A student performing at the Exceeding level:</td>
</tr>
<tr>
<td>Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.</td>
<td>• is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td></td>
<td>• identifying structures and purpose of portions of literary and informational texts.</td>
<td>• identifies and connects explicitly stated central ideas.</td>
<td>• describes the overall organization of a text and how organization contributes to meaning.</td>
<td>• identifies how the structure and content shape author’s purpose.</td>
</tr>
<tr>
<td></td>
<td>• identifying details that support inferences.</td>
<td>• identifies how parts of a text contribute to characterization.</td>
<td>• identifies word and phrase meanings from multiple-context clues, including phrases containing figurative language.</td>
<td>• makes connections between structure and content, and determines how these connections contribute to author’s purpose.</td>
</tr>
<tr>
<td></td>
<td>• identifying author's perspective within literary and informational texts.</td>
<td>• identifies word and phrase meanings from context, including phrases containing figurative language.</td>
<td>• identifies word and phrase meanings from multiple-context clues, including phrases containing figurative language.</td>
<td>• identifies word and phrase meanings from multiple-context clues, including phrases containing figurative language.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
<td>A student performing at the Exceeding level:</td>
</tr>
<tr>
<td>Students read a range of informational and literary texts, critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluate reasoning and evidence from various sources.</td>
<td>• is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, clearly stated ideas and concepts, and some non-literal language in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, more complex ideas and concepts and simple literary devices in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, and experiences that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
</tr>
<tr>
<td></td>
<td>• identifying an author’s explicit or implicit claims.</td>
<td>• identifies an author’s explicit or implicit claims.</td>
<td>• identifies an author’s explicit or implicit claims.</td>
<td>• identifies an author’s implied claim.</td>
</tr>
<tr>
<td></td>
<td>• identifying sentences of varied structures as fact or opinion.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• analyzes how authors use textual evidence to construct their claims.</td>
</tr>
<tr>
<td></td>
<td>• identifying how a fact and opinion functions in the text.</td>
<td>• identifies how a fact and opinion functions in the text.</td>
<td>• identifies how a fact and opinion functions in the text.</td>
<td>• analyzes how authors use textual evidence to construct their claims.</td>
</tr>
<tr>
<td></td>
<td>• compares and contrasts two texts.</td>
<td>• compares and contrasts two texts.</td>
<td>• compares and contrasts texts.</td>
<td>• analyzes how authors use textual evidence to construct their claims.</td>
</tr>
<tr>
<td></td>
<td>• infers similarities and differences to support a claim.</td>
<td>• infers similarities and differences between topics or characters in the texts.</td>
<td>• infers similarities and differences between topics or characters in the texts.</td>
<td>• analyzes similarities and differences between topics or characters in the texts.</td>
</tr>
<tr>
<td></td>
<td>• cites textual evidence to support inferences.</td>
<td>• cites textual evidence to support inferences.</td>
<td>• cites textual evidence to support inferences.</td>
<td>• cites textual evidence to support analysis.</td>
</tr>
</tbody>
</table>

*Students read and analyze primarily Straightforward and Somewhat Challenging texts.*
7th Grade Reading — Performance Level Descriptors

**Key Ideas and Details**

Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.

- **Needs Support**
  - A student performing at the Needs Support level:
    - is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a text.
      - identifies word and phrase meanings from context.
      - identifies author’s claims within a text.
      - identifies details that support inferences.

- **Close**
  - A student performing at the Close level:
    - reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - connects claims to author’s purpose.
      - identifies how specific word choices shape the meaning and tone of a text.
      - identifies details that support inferences.
      - identifies how parts of a text contribute to the development of a topic or character.
      - identifies how content forms a perspective.

- **Ready**
  - A student performing at the Ready level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - identifies the author’s claims and main purpose of a text.
      - identifies how literal and figurative language shape the meaning and tone of the text.
      - identifies details that support inferences.
      - identifies connections between structure and content, and analyzes how these connections contribute to the author’s purpose.
      - identifies multiple perspectives.

- **Exceeding**
  - A student performing at the Exceeding level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - analyzes how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - analyzes the author’s claims and how structure and content shape the author’s purpose.
      - analyzes how literal and figurative language shape the meaning and tone of the text.
      - identifies details that support inferences.
      - analyzes how the narrative voice in a literary or informational text contributes to the author’s purpose.
      - analyzes multiple perspectives.

**Craft and Structure**

Students analyze the structure and purpose of informational and literary texts. They analyze the arousal decisions and differentiate between various perspectives and sources of information.

- **Needs Support**
  - A student performing at the Needs Support level:
    - is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a text.
      - identifies word and phrase meanings from context.
      - identifies author’s claims within a text.
      - identifies details that support inferences.

- **Close**
  - A student performing at the Close level:
    - reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - connects claims to author’s purpose.
      - identifies how specific word choices shape the meaning and tone of a text.
      - identifies details that support inferences.
      - identifies how parts of a text contribute to the development of a topic or character.
      - identifies how content forms a perspective.

- **Ready**
  - A student performing at the Ready level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - identifies the author’s claims and main purpose of a text.
      - identifies how literal and figurative language shape the meaning and tone of the text.
      - identifies details that support inferences.
      - identifies connections between structure and content, and analyzes how these connections contribute to the author’s purpose.
      - identifies multiple perspectives.

- **Exceeding**
  - A student performing at the Exceeding level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - analyzes how the structure of a text contributes to meaning.
      - identifies the main purpose of a word, phrase, or sentence from context.
      - analyzes the author’s claims and how structure and content shape the author’s purpose.
      - analyzes how literal and figurative language shape the meaning and tone of the text.
      - identifies details that support inferences.
      - analyzes how the narrative voice in a literary or informational text contributes to the author’s purpose.
      - analyzes multiple perspectives.

**Integration of Knowledge and Ideas**

Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.

- **Needs Support**
  - A student performing at the Needs Support level:
    - is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, some simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies an author’s implicit or explicit claims in texts.
      - identifies how fact and opinion function in texts.
      - compares and contrasts the common theme of two texts.
      - cites textual evidence to support claims.

- **Close**
  - A student performing at the Close level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies an author’s implicit or explicit claims in texts.
      - identifies how fact and opinion function in texts.
      - compares and contrasts the common theme of two texts.
      - cites textual evidence to support claims.

- **Ready**
  - A student performing at the Ready level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - identifies an author’s implicit or explicit claims in texts.
      - identifies how fact and opinion function in texts.
      - compares and contrasts the common theme of two texts.
      - cites textual evidence to support claims.

- **Exceeding**
  - A student performing at the Exceeding level:
    - reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts.
    - To demonstrate comprehension of texts with these elements, a student performing at this level:
      - analyzes an author’s implicit or explicit claims in texts.
      - analyzes how fact and opinion function in texts.
      - compares and contrasts the common theme of two texts.
      - cites textual evidence to support claims.
### 8th Grade Reading — Performance Level Descriptors

#### Key Ideas and Details

A student performing at the Needs Support level:
- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies controlling details, 
  - identifies characterization, 
  - identifies logical inferences.

A student performing at the Close level:
- reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices such as symbolisms or irony, experiences and perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies explicit and implicit central ideas developed across a text, 
  - summarizes texts, 
  - makes simple inferences about meaning, 
  - identifies relationships among textual elements and ideas, 
  - identifies textual details, 
  - identifies characterization, 
  - identifies logical inferences.

A student performing at the Ready level:
- reads to understand a complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies explicit and implicit central ideas developed across a text, 
  - summarizes specific information developed across a text, 
  - identifies logical inferences based on context, 
  - identifies relationships among textual elements and ideas based on context, 
  - cites textual details to support relationships, 
  - draws conclusions about characterization, 
  - analyzes ideas, events, and individuals, to make logical inferences.

A student performing at the Exceeding level:
- reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - analyzes explicit and implicit central ideas developed across a text, 
  - summarizes specific information developed across a text, 
  - identifies logical inferences and interpret meaning of details based on context, 
  - analyzes relationships among textual elements and ideas based on context, 
  - cites textual details to support analysis, 
  - analyzes characterization, 
  - analyzes ideas, events, and individuals, to make logical inferences.

#### Craft and Structure

A student performing at the Needs Support level:
- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, and experiences and perspectives that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies the main purpose of a text, 
  - identifies word and phrase meanings from context, 
  - identifies literal and figurative language in context, 
  - identifies multiple perspectives.

A student performing at the Close level:
- reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices such as symbolisms or irony, experiences and perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies the main purpose of texts with abstract concepts, 
  - identifies word, phrase, or sentence meanings from context, 
  - identifies the meaning of literal and figurative language, and how it helps shape the meaning and tone of a text, 
  - identifies multiple perspectives.

A student performing at the Ready level:
- reads to understand a complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - identifies the main purpose of texts with several abstract ideas and concepts, 
  - identifies word and phrase meanings from context, 
  - identifies how literal and figurative language shape the meaning and tone of the text, 
  - identifies how structure and style impact meaning, 
  - identifies multiple perspectives.

A student performing at the Exceeding level:
- reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - analyzes the structure of texts, 
  - identifies the narrative voice in a literary informational text contributes to the author’s purpose, 
  - determines word and phrase meanings from context, 
  - analyzes how literal and figurative language shape the meaning and tone of texts, 
  - analyzes how structure and style impact meaning, 
  - analyzes multiple perspectives.

#### Integration of Knowledge and Ideas

A student performing at the Needs Support level:
- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, and experiences and perspectives that may differ from his or her own in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - infers to identify an author’s claim in texts, 
  - identifies how fact and opinion function in texts, 
  - comparing and contrasting literary and thematic elements between text, 
  - citing textual evidence to support claims.

A student performing at the Close level:
- reads to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices such as symbolisms or irony, experiences and perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - infers to identify an author’s claim in texts, 
  - identifies how fact and opinion function in texts, 
  - comparing and contrasting literary and thematic elements between text can enhance an understanding of key ideas, 
  - cites textual evidence to support claims.

A student performing at the Ready level:
- reads to understand a complex purpose, a variety of sentence styles and transitions, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that may differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - analyzes how fact and opinion function in texts to create bias or impact tone, 
  - analyzes how reasons and evidence develop an argument, 
  - compares and contrasts literary and thematic elements, 
  - relates key ideas across two texts, 
  - cites textual evidence to support claims.

A student performing at the Exceeding level:
- reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, uncommon words and phrases, multiple abstract ideas and concepts, complex literary devices, non-linear plots, perspectives that differ from his or her own, and challenging themes and subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:
  - analyzes how fact and opinion function in texts to create bias or impact tone, 
  - analyzes how reasons and evidence develop an argument, 
  - analyzes how different literary and thematic elements in texts inform both shared and distinct concepts when comparing and contrasting texts, 
  - cites textual evidence to support claims.
<table>
<thead>
<tr>
<th>Reporting Categories</th>
<th>Needs Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.</td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
</tr>
<tr>
<td>- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a complex or multi-faceted purpose, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• reads to understand a complex, multi-faceted purpose that may not be evident upon first reading, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts.</td>
<td>• reads to understand a complex, multi-faceted purpose that may not be evident upon first reading, varied and complex organizational and sentence structures, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts.</td>
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<td>- identifying logical inferences.</td>
<td>• identifying explicitly stated central ideas.</td>
<td>• identifies explicit and implicit central ideas developed across a text.</td>
<td>• analyzes explicit and implicit central ideas developed across a text.</td>
<td>• analyzes explicit and implicit central ideas developed across a text.</td>
</tr>
<tr>
<td>- identifying how context informs the meaning of a text.</td>
<td>• infers meaning from explicit textual details.</td>
<td>• identifies textual details to support analysis.</td>
<td>• analyzes meaning without explicit textual details.</td>
<td>• analyzes relationships based on implicit textual evidence, and cites textual details to support analysis.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>Students analyze the structure and purpose of informational and literary texts. They interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.</td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
</tr>
<tr>
<td>- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
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<td>- identifying the main purpose of a text.</td>
<td>• identifies the structure of texts.</td>
<td>• identifies the type of a text.</td>
<td>• identifies the main purpose of a text with numerous abstract ideas and concepts.</td>
<td>• identifies how parts of a text contribute to the development of a topic, character, or theme.</td>
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<td>- identifying multiple perspectives.</td>
<td>• identifies word and phrase meanings from context.</td>
<td>• identifies the meaning of figurative language and how it helps shape the meaning and tone of a text.</td>
<td>• identifies how parts of a text contribute to the development of a topic or character.</td>
<td>• identifies multiple perspectives.</td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>Students read a range of informational and literary texts critically and comparatively, making connections to prior knowledge and integrating information across texts. They analyze how authors construct arguments, evaluating reasoning and evidence from various sources.</td>
<td>A student performing at the Needs Support level:</td>
<td>A student performing at the Close level:</td>
<td>A student performing at the Ready level:</td>
</tr>
<tr>
<td>- is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, literary devices, experiences and perspectives that may differ from his or her own, and more challenging subject matter in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
<td>• is working toward being able to read to understand a clear purpose, a variety of sentence styles and transitions, uncommon words and phrases, abstract ideas and concepts, complex literary devices, non-linear or parallel plots, perspectives that may differ from his or her own, and challenging themes and subject matter that offer deep insights into people, situations, and events in literary and informational texts. To demonstrate comprehension of texts with these elements, a student performing at this level:</td>
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<tr>
<td>- contrasting and comparing literary and thematic elements between texts.</td>
<td>• identifies how parts of a text contribute to the development of a topic, character, or theme.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• analyzes relationships based on implicit textual evidence, and cites textual details to support analysis.</td>
<td>• distinguishes between fact and opinion.</td>
</tr>
<tr>
<td>- citing reasons and evidence to develop an argument.</td>
<td>• infers how parts of a text contribute to the development of a topic, character, or theme.</td>
<td>• infers how parts of a text contribute to the development of a topic, character, or theme.</td>
<td>• distinguishes between fact and opinion.</td>
<td>• distinguishes between fact and opinion.</td>
</tr>
</tbody>
</table>

*Students read and analyze primarily More Challenging and Complex texts.*