

**Advanced – Performance Level 4 (Score range: 739 to 995)**

Students identify text genres, word meanings, and idiomatic expressions; support multiple generalizations from details, determine cause/effect relationships; interpret literary allusions; infer by visualizing actions; synthesize figurative language to make connections/draw conclusions; evaluate/make inferences to determine author’s background, purpose, tone, theme, and style in complex literature; analyze sophisticated stylistic techniques with examples; draw conclusions from multiple sources; and locate information from a variety of media, determining relevance for a specific purpose.

**Proficient – Performance Level 3 (Score range: 642 to 738)**

Students organize and synthesize information from complex texts; determine main idea and word meaning from context; activate background knowledge; apply information from text to graphics; discriminate among shades of meaning and text features to make inferences and determine author’s attitude, tone, and purpose; draw conclusions from inferences and graphics; determine cause/effect relationships; incorporate metaphorical thinking; interpret complex figurative language, identify character motivation and audience; and demonstrate accurate use of information from a variety of references.

**Partially Proficient – Performance Level 2 (Score range: 585 to 641)**

Students use limited strategies to demonstrate comprehension of basic reading materials by sequencing events, using context clues, drawing conclusions, and determining author’s basic purpose.

**Unsatisfactory – Performance Level 1 (Score range: 350 to 584)**

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



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 1</b> Ninth-grade students are advanced when they use multiple strategies to read a variety of materials and demonstrate insight into text by</p> <ul style="list-style-type: none"> <li>identifying multiple word meanings and idiomatic expressions</li> <li>supporting multiple generalizations with multiple details from text</li> <li>inferring to determine cause and effect relationships</li> <li>identifying meanings of less common words without context</li> <li>identifying text genre</li> </ul>	<p><b>Standard 1</b> Ninth-grade students are proficient when they use multiple strategies to read a variety of selections and demonstrate comprehension by</p> <ul style="list-style-type: none"> <li>determining meaning from context clues</li> <li>recalling facts and discriminating to determine main idea and/or supporting details in longer or more complex narrative or expository text</li> <li>inferring to draw conclusions from narrative text</li> <li>identifying main idea from poetry or abstract text</li> <li>transferring and applying information from a text to a visual organizer</li> <li>activating background knowledge</li> </ul>	<p><b>Standard 1</b> Ninth-grade students are partially proficient when they use limited strategies to demonstrate comprehension of basic or simple reading materials by</p> <ul style="list-style-type: none"> <li>sequencing</li> <li>using context clues</li> <li>drawing conclusions</li> </ul>	<p><b>Standard 1</b> Ninth-grade students can identify the main idea of a basic reading selection</p>
<p><b>Standard 4</b> Ninth-grade students are advanced when they respond to a specific text by</p> <ul style="list-style-type: none"> <li>analyzing narrative text to determine tone</li> <li>applying knowledge of literary allusions to determine meaning</li> <li>inferring by visualizing actions in text</li> <li>synthesizing metaphorical language to make personal connections and comparisons and/or draw conclusions</li> <li>evaluating inferences to determine author's purpose</li> <li>incorporating generalizations made from metaphorical thinking and supporting them with details from the text</li> <li>analyzing sophisticated stylistic techniques (e.g., humor) and supporting analysis with examples from text</li> <li>making inferences about author's background/past experience</li> </ul>	<p><b>Standard 4</b> Ninth-grade students are proficient when they respond to a specific text by</p> <ul style="list-style-type: none"> <li>discriminating shades of meaning to determine author's attitude, tone, or purpose</li> <li>determining cause and effect relationships</li> <li>making inferences from textual features of abstract texts and beginning to incorporate metaphorical thinking to unlock meaning</li> <li>identifying how a change in a specific text feature (e.g., use of boldface/italics for emphasis) can reveal author's intent</li> </ul>	<p><b>Standard 4</b> Ninth-grade students are partially proficient when they respond to a specific text by</p> <ul style="list-style-type: none"> <li>determining author's basic purpose</li> </ul>	<p><b>Standard 4</b> No evidence for this standard at this performance level.</p>



Advanced	Proficient	Partially Proficient	Unsatisfactory
<p><b>Standard 5</b> Ninth-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"> <li>• drawing conclusions from multiple sources</li> <li>• rereading to locate relevant information from text and transfer graphic representation</li> <li>• analyzing information to determine its logical location within a graphic display</li> <li>• discovering applicable information from a variety of media</li> <li>• determining relevance of information for a specified purpose</li> </ul>	<p><b>Standard 5</b> Ninth-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"> <li>• locating and selecting definitions from a reference</li> <li>• organizing and synthesizing information from complex texts</li> <li>• drawing conclusions from graphic organizers</li> <li>• using organizational features of a complex text</li> </ul>	<p><b>Standard 5</b> No evidence for this standard at this performance level.</p>	<p><b>Standard 5</b> No evidence for this standard at this performance level.</p>
<p><b>Standard 6</b> Ninth-grade students are advanced when they demonstrate the ability to read and respond to more complex literature by</p> <ul style="list-style-type: none"> <li>• interpreting and explaining author's intent and/or theme</li> <li>• interpreting figurative language to draw conclusions</li> <li>• discerning how author's style adds meaning to text</li> </ul>	<p><b>Standard 6</b> Ninth-grade students are proficient when they demonstrate the ability to read and respond to literature by</p> <ul style="list-style-type: none"> <li>• identifying and interpreting increasingly complex figurative language</li> <li>• identifying character motivation</li> <li>• identifying audience</li> </ul>	<p><b>Standard 6</b> No evidence for this standard at this performance level.</p>	<p><b>Standard 6</b> No evidence for this standard at this performance level.</p>