

**North Carolina End-of-Grade Tests of Reading Grades 3–8 (Edition 5)  
and Beginning-of-Grade 3 Reading Test**

In July 2021, a committee of North Carolina educators participated in a multi-phase standard setting for the North Carolina end-of-grade tests of reading in grades 3–8. The goal of the workshop was to identify cut scores that divide students into four achievement levels for general reading (*Not Proficient* through *Level 5*).

In August 2021, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) reading tests. Effective with the 2020–21 school year, the state will report four levels as follows:

<b>Achievement Level</b>	<b>Meets On-Grade-Level Proficiency Standard</b>	<b>Meets Career-and-College Readiness Standard</b>
Level 5	Yes	Yes
Level 4	Yes	Yes
Level 3	Yes	No
Not Proficient	No	No

**Reading Grades 3–8 Achievement Level Ranges (Cut Scores)**

<b>Test</b>	<b>Grade</b>	<b>Not Proficient</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
General Education Reading	3	$\leq 539$	540–545	546–550	$\geq 551$
	4	$\leq 543$	544–547	548–555	$\geq 556$
	5	$\leq 549$	550–553	554–559	$\geq 560$
	6	$\leq 551$	552–557	558–566	$\geq 567$
	7	$\leq 553$	554–558	559–565	$\geq 566$
	8	$\leq 556$	557–562	563–571	$\geq 572$

## Reading Achievement Level Descriptors—Grade 3

### Achievement Level 5

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount in depth stories, including fables, folktales, and myths from diverse cultures; determine the implied central message, lesson, or moral and explain in depth how it is conveyed through key details in the text.
- Describe characters in a story and explain in depth how their actions contribute to the sequence of events.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, identifying words that impact the meaning in a text.

Reading: Informational

- Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the implied stated main idea of a text; recount the key details and explain in depth how they support the main idea.
- Describe in depth the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using specific academic language that pertains to time, sequence, and cause/effect.
- Determine the meaning of uncommon or unfamiliar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Describe in depth how the author connects ideas between sentences and paragraphs to support specific points in a text.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, uncommon word parts, complex word relationships, and reference materials.
- Demonstrate in-depth understanding of nuances in word meanings: distinguish the literal and nonliteral meanings of words and phrases in context.

### **Achievement Level 4**

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.

Reading: Informational

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of nuances in word meanings: distinguish the literal and nonliteral meanings of words and phrases in context.

### **Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Ask and answer simplistic questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Simplistically recount stories, including fables, folktales, and myths from diverse cultures; determine the explicitly stated central message, lesson, or moral and explain how it is conveyed through details in the text.

- Describe characters in a story and simplistically explain how their actions contribute to the story.
- Determine the meaning of common or familiar words and phrases in a text, identifying words that impact the meaning in a text.

Reading: Informational

- Ask and answer simplistic questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the explicit main idea of a text; recount a key detail and explain simplistically how it supports the main idea.
- Describe simplistically the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, or cause/effect.
- Determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Describe simplistically how the author connects ideas between sentences and/or paragraphs to support specific points in a text.

Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, common word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of nuances in word meanings: distinguish the literal and/or nonliteral meanings of words and phrases in context.

**Not Proficient**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to answer simplistic questions to demonstrate understanding of a text.
- Attempt to recount stories, including fables, folktales, and myths from diverse cultures; attempt to determine the explicitly stated central message, lesson, or moral and attempt to explain how it is conveyed through details in the text.
- Describe characters in a story and attempt to simplistically explain how their actions contribute to the story.
- Attempt to determine the meaning of common or familiar words and phrases in a text.

Reading: Informational

- Attempt to answer simplistic questions to demonstrate understanding of a text.
- Attempt to determine the explicitly stated main idea of a text; attempt to recount a key detail and attempt to explain simplistically how it supports the main idea.
- Attempt to describe simplistically the relationship between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that attempts to pertain to time, sequence, or cause/effect.

- Attempt to determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Attempt to describe simplistically how the author connects ideas between sentences or paragraphs to support specific points in a text.

Language

- Attempt to determine or clarify the meaning of basic unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a range of strategies: simple sentence-level context clues, common word parts, and simple word relationships.
- Demonstrate emerging understanding of basic word meanings: attempt to distinguish the literal and/or nonliteral meanings of words and phrases in context.

## Reading Achievement Level Descriptors—Grade 4

### Achievement Level 5:

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
- Determine an implied theme of a story, drama, or poem from details in the text; summarize the text in depth.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, including words that affect meaning and tone.

Reading: Informational

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
- Determine the implied main idea of a text and explain how it is supported by key details; summarize the text in depth.
- Explain in depth events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of uncommon or unfamiliar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe in depth the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Explain in depth how an author uses reasons and evidence to support particular points in a text.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials.
- Demonstrate in-depth understanding of figurative language and nuances in word meanings: explain in depth the meaning of simple similes and metaphors in context.

### Achievement Level 4:

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.

Reading: Informational

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Explain how an author uses reasons and evidence to support particular points in a text.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings: explain the meaning of simple similes and metaphors in context.

**Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing simplistic inferences from the text.
- Determine an explicit theme of a story, drama, or poem from details in the text; summarize the text simplistically.
- Describe a character, a setting, or event in a story or drama, drawing on details in the text.
- Determine the meaning of common or familiar words and phrases as they are used in a text, including words that affect meaning and/or tone.

Reading: Informational

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing simplistic inferences from the text.
- Determine the explicit main idea of a text and explain simplistically how it is supported by key details; summarize the text simplistically.
- Explain simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened or why, based on information in the text.

- Determine the meaning of common or familiar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe simplistically the overall structure of events, ideas, concepts, or information in a text or part of a text.
- Explain simplistically how an author uses reasons and/or evidence to support particular points in a text.

Language

- Determine or clarify the meaning of some unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of figurative language and nuances in word meanings: explain simplistically the meaning of simple similes and/or metaphors in context.

**Not Proficient:**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to refer to details and examples in a text when explaining what the text says explicitly.
- Attempt to determine an explicit theme of a story, drama, or poem; attempt to summarize the text.
- Attempt to describe a character, setting, or event in a story or drama, drawing on details in the text.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text, including words that affect meaning.

Reading: Informational

- Attempt to refer to details and examples in a text when explaining what the text says explicitly.
- Attempt to determine the explicit main idea of a text and attempt to explain how it is supported by key details; attempt to summarize the text.
- Attempt to explain simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on information in the text.
- Attempt to determine the meaning of common or familiar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Attempt to describe simplistically the structure of events, ideas, concepts, or information in a text or part of a text.
- Attempt to explain simplistically how an author uses reasons or evidence to support particular points in a text.



Language

- Attempt to determine or clarify the meaning of basic unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, and simple word relationships.
- Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to explain the meaning of simple similes and/or metaphors in context.

## Reading Achievement Level Descriptors—Grade 5

### Achievement Level 5:

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text.
- Determine an implied theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text in depth.
- Compare and contrast in depth two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- Describe in depth how a narrator’s or speaker’s point of view influences how events are described.

Reading: Informational

- Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text.
- Determine two or more main ideas of a text and explain in depth how they are supported by key details; summarize the text in depth.
- Explain in depth the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of uncommon or unfamiliar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Explain in depth how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: multi-paragraph-level context clues, word parts, complex word relationships, and reference materials.
- Demonstrate in-depth understanding of figurative language, word relationships, and nuances in word meanings: interpret figurative language, including similes and metaphors, in context.

### **Achievement Level 4:**

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- Describe how a narrator’s or speaker’s point of view influences how events are described.

Reading: Informational

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings: interpret figurative language, including similes and metaphors, in context.

### **Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Quote accurately from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text.

- Determine an explicit theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text simplistically.
- Compare or contrast simplistically two or more characters, settings, or events in a story or drama, drawing on details in the text.
- Determine the meaning of common or familiar words and phrases as they are used in a text, recognizing word choices that contribute to meaning and/or tone.
- Describe simplistically how a narrator’s or speaker’s point of view influences how events are described.

Reading: Informational

- Quote accurately from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text.
- Determine two or more explicit main ideas of a text and explain how they are supported by key details; summarize the text simplistically.
- Explain simplistically the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Explain simplistically how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret figurative language, including similes and/or metaphors, in context.

**Not Proficient:**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to quote accurately from a text when explaining what the text says explicitly.
- Attempt to determine an explicit theme of a story, drama, or poem, from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; attempt to summarize the text.
- Attempt to compare simplistically two or more characters, settings, or events in a story or drama, drawing on details in the text.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text, recognizing word choices that contribute to meaning or tone.

- Attempt to describe how a narrator’s or speaker’s point of view influences how events are described.

Reading: Informational

- Attempt to quote accurately from a text when explaining what the text says explicitly or when drawing simplistic inferences from the text.
- Attempt to determine two explicit main ideas of a text and attempt to explain how they are supported by key details; attempt to summarize the text.
- Attempt to explain simplistically the relationships or interactions between two or more individuals, events, ideas, or concepts in a text in a historical or scientific text based on specific information in the text.
- Attempt to determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Attempt to explain simplistically how an author uses reasons and/or evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Language

- Attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing from a range of strategies: simple sentence-level context clues, known word parts, and simple word relationships.
- Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret figurative language, including similes and/or metaphors, in context.

## Reading Achievement Level Descriptors—Grade 6

### Achievement Level 5:

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Cite textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an implied theme of a text and how it is conveyed through particular details; provide an in-depth summary of the text distinct from personal opinions or judgments.
- Describe in depth how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone.
- Analyze in depth how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain in depth how an author develops the point of view of the narrator or speaker in a text.

Reading: Informational

- Cite textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an implied central idea of a text and how it is conveyed through particular details; provide an in-depth summary of the text distinct from personal opinions or judgments.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning.
- Analyze in depth how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain in depth how it is conveyed in the text.
- Trace and evaluate in depth the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials.
- Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 6 reading and content.

#### **Achievement Level 4:**

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

Reading: Informational

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Language**

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 6 reading and content.

### **Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text.
- Determine an explicit theme of a text and how it is conveyed through details; provide a simplistic summary of the text distinct from personal opinions or judgements.
- Describe simplistically how a particular story’s or drama’s plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.
- Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a word choice on meaning and/or tone.
- Analyze simplistically how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text or contributes to the development of the theme, setting, or plot.
- Explain simplistically how an author develops the point of view of the narrator or speaker in a text.

Reading: Informational

- Cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text.
- Determine an explicit central idea of a text and how it is conveyed through details; provide a simplistic summary of the text distinct from personal opinions or judgements.
- Analyze simplistically how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text.
- Determine the explicit meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning.
- Analyze simplistically how a particular sentence, paragraph, chapter, or section contributes to the structure of a text and/or contributes to the development of the ideas.
- Determine an author’s point of view or purpose in a text and explain simplistically how it is conveyed in the text.
- Trace and evaluate simplistically the argument and explicit claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 6 reading and content.



**Not Proficient:**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text.
- Attempt to determine an explicit theme of a text and attempt to state how it is conveyed through particular details; attempt to provide a simplistic summary of the text distinct from personal opinions or judgements.
- Attempt to describe simplistically how a particular story’s or drama’s plot unfolds and/or how the characters respond as the plot moves toward a resolution.
- Attempt to determine the meaning of common or familiar words or phrases as they are used in a text; attempt to simplistically analyze the impact of a word choice on meaning or tone.
- Attempt to analyze simplistically how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text or contributes to the development of the theme, setting, or plot.
- Attempt to explain how an author develops the point of view of the narrator or speaker in a text.

Reading: Informational

- Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text.
- Attempt to determine an explicit central idea of a text and attempt to state how it is conveyed through details; attempt to provide a simplistic summary of the text distinct from personal opinions or judgements.
- Attempt to analyze how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning.
- Attempt to analyze simplistically how a particular sentence, paragraph, chapter, or section contributes to the structure of a text or contributes to the development of the ideas.
- Attempt to determine an author’s point of view or purpose in a text and attempt to explain simplistically how it is conveyed in the text.
- Attempt to trace and evaluate simplistically the argument and explicit claims in a text, attempting to distinguish claims that are supported by reasons and evidence from claims that are not.

Language

- Attempt to determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 6 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, and simple word relationships.

- Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 6 reading and content.

## Reading Achievement Level Descriptors—Grade 7

### Achievement Level 5:

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Cite several pieces of textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an implied theme of a text and analyze in depth its development over the course of the text; provide an in-depth objective summary of the text.
- Analyze in depth how particular elements of a story or drama interact.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of rhymes and other repetitions of sounds on meaning and tone in a specific line or section of a literary work.
- Analyze in depth how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- Analyze in depth how an author develops and contrasts the perspectives of different characters in a text.

Reading: Informational

- Cite several pieces of textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more implied central ideas in a text and analyze in depth their development over the course of the text; provide an in-depth objective summary of the text.
- Analyze in depth the interactions between individuals, events, and ideas in a text.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone.
- Analyze in depth the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze in depth how the author distinguishes his or her position from that of others.
- Trace and evaluate in depth the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials.
- Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 7 reading and content.

#### **Achievement Level 4:**

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and other repetitions of sounds on meaning and tone in a specific line or section of a literary work.
- Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- Analyze how an author develops and contrasts the perspectives of different characters in a text.

Reading: Informational

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 7 reading and content.

### **Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text.
- Determine an explicit theme of a text and analyze simplistically its development over the course of the text; provide a simplistic objective summary of the text.
- Analyze simplistically how particular elements of a story or drama interact.
- Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of rhymes and/or other repetitions of sounds on meaning or tone in a specific line or section of a literary work.
- Analyze simplistically how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- Analyze simplistically how an author develops and contrasts the perspectives of different characters in a text.

Reading: Informational

- Cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text.
- Determine two or more explicit central ideas in a text and analyze simplistically their development over the course of the text; provide a simplistic objective summary of the text.
- Analyze simplistically the interactions between individuals, events, and ideas in a text.
- Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning and tone.
- Analyze simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas.
- Determine an author's point of view or purpose in a text and analyze simplistically how the author distinguishes his or her position from that of others.
- Trace and evaluate simplistically the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Language

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 7 reading and content.

**Not Proficient:**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text.
- Attempt to determine an explicit theme of a text and attempt to analyze simplistically its development over the course of the text; attempt to provide a simplistic objective summary of the text.
- Attempt to analyze simplistically how particular elements of a story or drama interact.
- Attempt to determine the meaning of common or familiar words or phrases as they are used in a text; attempt to simplistically analyze the impact of rhymes and/or other repetitions of sounds on meaning or tone in a specific line or section of a literary work.
- Attempt to analyze simplistically how a drama’s or poem’s (or other literary genre’s) form or structure contributes to its meaning.
- Attempt to analyze simplistically how an author develops and/or contrasts the perspectives of different characters in a text.

Reading: Informational

- Attempt to cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text.
- Attempt to determine two or more explicit central ideas in a text and attempt to analyze simplistically their development over the course of the text; attempt to provide a simplistic objective summary of the text.
- Attempt to analyze simplistically the interactions between individuals, events, and ideas in a text.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning and tone.
- Attempt to analyze simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas.
- Attempt to determine an author’s point of view or purpose in a text and attempt to analyze simplistically how the author distinguishes his or her position from that of others.
- Attempt to trace and evaluate simplistically the argument and specific claims in a text, attempting to assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Language

- Attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, and simple word relationships.
- Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 7 reading and content.

## Reading Achievement Level Descriptors—Grade 8

### Achievement Level 5:

*Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.*

*Level 5 Students can:*

Reading: Literature

- Cite textual evidence that most strongly supports an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an implicit theme of a text and analyze in depth its development over the course of the text, including its relationship to the characters, setting, and plot; provide an in-depth objective summary of the text.
- Analyze in depth how particular lines of dialogue or incidents in a story or drama propel the action, reveal complex aspects of character, or provoke a decision.
- Determine the meaning of uncommon or unfamiliar words and phrases used in a text; analyze in depth the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze in depth how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.

Reading: Informational

- Cite textual evidence that most strongly supports an in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an implicit central idea of a text and analyze in depth its development over the course of the text, including its relationship to supporting ideas; provide an in-depth objective summary of the text.
- Analyze in depth how a text makes connections among and distinctions between individuals, ideas, or events.
- Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a complex key concept.
- Determine an author's point of view or purpose in a text and analyze in depth how the author acknowledges and responds to conflicting evidence or viewpoints.
- Delineate and evaluate in depth the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials.

- Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 8 reading and content.

#### **Achievement Level 4:**

*Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.*

*Level 4 Students can:*

Reading: Literature

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.

Reading: Informational

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Language

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 8 reading and content.



### **Achievement Level 3:**

*Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.*

*Level 3 Students can:*

Reading: Literature

- Cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an explicit theme of a text and analyze simplistically its development over the course of the text, including its relationship to characters, setting, and/or plot; provide a simplistic objective summary of the text.
- Analyze simplistically how particular lines of dialogue or incidents in a story or drama propel the action, reveal basic aspects of character, or provoke a decision.
- Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts.
- Analyze simplistically how differences in the perspectives of the main characters and the audience or reader create such effects as suspense or humor.

Reading: Informational

- Cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an explicit central idea of a text and analyze simplistically its development over the course of the text, including its relationship to supporting ideas; provide a simplistic objective summary of the text.
- Analyze simplistically how a text makes explicit connections among and distinctions between individuals, ideas, or events.
- Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning and/or tone, including analogies or allusions to other texts.
- Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept.
- Determine an author’s point of view or purpose in a text and analyze simplistically how the author acknowledges or responds to conflicting evidence or viewpoints.
- Delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient; recognize irrelevant evidence.

Language

- Determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials.
- Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 8 reading and content.

**Not Proficient:**

*Students who are not proficient demonstrate **inconsistent** understanding of grade level content standards and will need support at the next grade/course.*

*Not Proficient Students can:*

Reading: Literature

- Attempt to cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.
- Attempt to determine an explicit theme of a text and attempt to analyze simplistically its development over the course of the text, including its relationship to characters, setting, and/or plot; attempt to provide a simplistic objective summary of the text.
- Attempt to analyze simplistically how lines of dialogue or incidents in a story or drama propel the action, reveal basic aspects of character, or provoke a decision.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of specific word choices on meaning and/or tone.
- Attempt to analyze simplistically how differences in the perspectives of the main characters and the audience or reader create such effects as suspense or humor.

Reading: Informational

- Attempt to cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.
- Attempt to determine an explicit central idea of a text and attempt to analyze simplistically its development over the course of the text, including its relationship to supporting ideas; attempt to provide a simplistic objective summary of the text.
- Attempt to analyze simplistically how a text makes explicit connections among and distinctions between individuals, ideas, or events.
- Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning and/or tone.
- Attempt to analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept.
- Attempt to determine an author’s point of view or purpose in a text and attempt to analyze simplistically how the author acknowledges or responds to conflicting evidence or viewpoints.
- Attempt to delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient; attempt to recognize irrelevant evidence.

Language

- Attempt to determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, and simple word relationships, and reference materials.

- Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 8 reading and content.