

Reading Proficiency Score Standards 1997-2002

Elementary Reading at Grade 4

<i>Proficiency Level</i>	Proficiency Descriptors
Advanced	<p>Demonstrates:</p> <ul style="list-style-type: none">• in-depth comprehension of a variety of complex texts;• use of critical thinking skills to infer, evaluate, and extend the meaning of literal and figurative material;• use of graphic organizers to comprehend text;• comprehension of advanced vocabulary; and• use of effective reading strategies when faced with difficult material. <p><i>(scale scores 684 and above)</i></p>
Proficient	<p>Demonstrates:</p> <ul style="list-style-type: none">• a strong understanding of what is read and the interpretation of a variety of challenging material;• a number of strategies for understanding passages about unfamiliar subject matter; and• recall of literal detail from a variety of reading passages. <p><i>(scale scores 625 to 683)</i></p>
Basic	<p>Demonstrates:</p> <ul style="list-style-type: none">• a surface level understanding of what is read;• interpretation of major features of narrative such as main ideas and character motivation;• understanding of basic vocabulary and recall of literal information from simple expository passages;• evidence of a limited number of reading strategies for use when encountering difficulty in reading. <p><i>(scale scores 600 to 624)</i></p>
Minimal Performance	Limited achievement. Evidence of major misconceptions or gaps in the knowledge and skills tested.

Middle Level Reading at Grade 8

<i>Proficiency Level</i>	Proficiency Descriptors
Advanced	<p>Demonstrates:</p> <ul style="list-style-type: none"> • in-depth comprehension of what is read and extensive interpretation of a variety of texts such as inferring probable cause and analyzing author's unique use of language to convey tone and mood; • evidence of consistent and appropriate use of reading strategies; • critical assessments of the effect of texts and identifying underlying themes; and • knowledge gained comparing information across texts. <p><i>(scale scores 718 and above)</i></p>
Proficient	<p>Demonstrates:</p> <ul style="list-style-type: none"> • a strong understanding of what is read and interpretation of a variety of texts, such as identifying major ideas and important details in informational texts; • evidence of inferring a character's feelings and motivation and predicts future attitudes; • evidence of use of reading strategies to enhance comprehension;and • evaluation of texts through recognition of an author's intention and evaluation of character actions and opinions. <p><i>(scale scores 672 to 717)</i></p>
Basic	<p>Demonstrates:</p> <ul style="list-style-type: none"> • somewhat competent or surface level understanding of what is read; • interpretation of major features of narrative text such as main ideas, probable outcome, character traits and motivation; • occasional identification and use of reading strategies, such as recognizing supporting evidence for a selected response; and • basic awareness of author intent in narrative texts through recognition of meaning of figurative language. <p><i>(scale scores 655 to 671)</i></p>
Minimal	<p>Limited achievement. Evidence of major misconceptions or gaps in the knowledge and skills tested.</p>

Performance	
-------------	--

High School Reading at Grade 10

<i>Proficiency Level</i>	Proficiency Descriptors
Advanced	<p>Demonstrates:</p> <ul style="list-style-type: none">• in-depth comprehension of a variety of complex text, interpretation of the author's purpose or point of view, and provision of detail to support inferences;• use of analysis to differentiate concrete from abstract, to summarize, draw insightful conclusions, and extend meaning beyond the text;• understanding of extensive vocabulary and display of a sophisticated understanding of literary elements. <p><i>(scale scores 727 and above)</i></p>
Proficient	<p>Demonstrates:</p> <ul style="list-style-type: none">• competent use of a variety of reading strategies, such as using context and format clues to derive meaning and differentiate between main and subordinate ideas;• comprehension of a variety of text material, use of analytical skills to distinguish fact from opinion; drawing inferences, summarizing, and making comparisons across texts;• a broad vocabulary; and• knowledge of some literary elements, such as use of figurative language, story structure, and text structure. <p><i>(scale scores 694 to 726)</i></p>
Basic	<p>Demonstrates:</p> <ul style="list-style-type: none">• somewhat competent use of reading strategies and vocabulary to derive meaning, recall information, and draw conclusions from a variety of simple texts;• limited extension of meaning beyond text; and• recognition and understanding of some literary elements, such as plot and character traits <p><i>(scale scores 666 to 693)</i></p>
Minimal	Limited achievement. Evidence of major misconceptions or gaps in the knowledge and skills tested.

Performance	
-------------	--