Wisconsin Student Assessment System

Criterion-Referenced Test Framework

For the fall WKCE Statewide Assessment

Assessment Framework for

Reading

In Grades 3 through 8 and 10

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This document provides an indication of the range of coverage on the reading portion of the Wisconsin Knowledge and Concepts Examination that has been administered statewide in Wisconsin each November beginning in 2005 in grades 3 through 8 and 10. It is intended to foster discussion among educators and others across grades and across subject areas. It should be used in conjunction with the Wisconsin Model Academic Standards for Language Arts and your local curriculum.

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Overview

Beginning in the 2005–2006 school year, the federal No Child Left Behind Act required all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under Wisconsin law s. 118.30). These tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE) and replaced the WKCE reading and mathematics tests in fall 2005. Student performance on these tests is reported in proficiency categories and used to determine the adequate yearly progress of students at the school, district and state levels.

The Wisconsin Department of Public Instruction (DPI) published a request for proposals to support the development of customized criterion-referenced reading and mathematics tests to be vertically scaled over grades 3 through 8 and grade 10. CTB/McGraw-Hill was awarded the contract. Panels of Wisconsin teachers began meeting during the 2003–2004 school year to select reading passages, establish grade-level descriptors for reading and mathematics, and review (accept, reject, or edit) all customized items developed by the contractor.

CTB/McGraw-Hill conducted item pilot testing in May 2004 and forms calibration in December 2004 based on a stratified sampling design drawing from all public schools in the state. DPI also contracted with three national experts to evaluate the work of CTB/McGraw-Hill as well as to advise the department on issues of the validity and reliability of the new WKCE test design for reading and mathematics. This Technical Advisory Committee (TAC) met initially in February 2004 and will meet twice annually in the future to assure the continued technical validity of the tests.

General Test Specifications

All test items developed for the new WKCE tests in reading and mathematics are either selected-response (multiple-choice) or constructed-response (short-answer) format. The test reporting categories and items assigned to measure each reporting category are aligned to the Wisconsin Model Academic Standards in reading and mathematics with grade-level appropriate descriptors supporting learning expectations for tests administered in the fall semester. The test design draws approximately 80% of the total score points from selected-response items and 20% of the score points from student-generated constructed-response items.

All students in grades 3 through 8 and 10 were tested in reading and mathematics using these new customized WKCE tests beginning in fall 2005. Students with disabilities are allowed accommodations during these tests unless an alternate assessment is required based on an IEP process. Students whose English language proficiency as tested on state-approved language proficiency examinations is level three or higher will take the WCKE-

CRT tests with allowable accommodations. English language learners with language proficiency scores less than three will take an alternate assessment. All alternate assessments are aligned to state standards.

Students in grades 4, 8 and 10 will continue to be assessed in language arts, science and social studies as required by s. 118.30 Wisconsin Statutes. These assessments will continue to be provided under the terms of the department's contract with CTB/McGraw-Hill.

Table 1. Reading assessment framework objectives and subskills.

Wisconsin Knowledge and Concepts Examinations (WKCE)
Reading Assessment Framework

Objectives and Subskills

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE.

1. Determine the meaning of words and phrases in context.

   1.1. Use context clues to determine the meaning of words and phrases.

   1.2. Use knowledge of word structure to determine the meaning of words and phrases.

   1.3. Use word reference materials to determine the meaning of words and phrases.

2. Understand text.

   2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

   2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

   2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

3. Analyze text.

   3.1. Analyze literary text.

   3.2. Analyze informational text.

   3.3. Analyze author's use of language in literary and informational text.

4. Evaluate and extend text.

   4.1. Evaluate and extend literary text.

   4.2. Evaluate and extend informational text.

   4.3. Evaluate and extend the author's use of language in literary and informational text.

Frequently Asked Questions

What is the framework?

In order to develop a customized test aligned with Wisconsin standards, a diverse group of educators from around the state, content-area specialists from the Department of Public Instruction (DPI), and test developers from the test contractor met and developed a detailed plan for the test, called the test blueprint. The framework is derived from this test blueprint and was developed by the DPI to provide information about the range and coverage of the WKCE at each grade. Figure 1 indicates that the test blueprint is based on the academic standards, and that the WKCE and the framework are based on the test blueprint. As we gain experience with the WKCE, we may gain insight that leads us to revise our test blueprint.

Figure 1. Relationships among the Model Academic Standards, test blueprint, test, and framework.
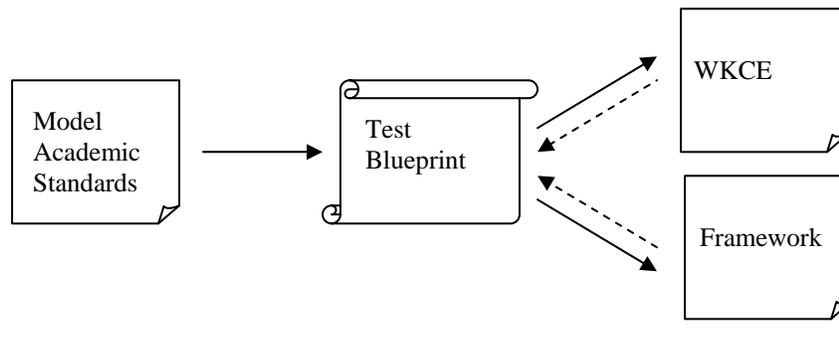
How can I use the framework?

One way you can use the framework is to ensure that your local curriculum includes the knowledge and skills described in the framework. However, since the reading assessment framework is only an indication of the knowledge and skills that will be assessed on the November WKCE, *this information does not replace your local curriculum.*

Another way to use the framework is as a basis for teachers to engage in multi-grade-level discussions. Since the test is administered in the fall, students should have an opportunity to acquire the knowledge and skills that will be assessed prior to the tested grade. Similarly, teachers will want to examine test results from the next-higher grade level for feedback on what is happening at their own grade level, as illustrated in the example in Figure 2.

Figure 2. Knowledge and skills assessed at one grade must be part of the curriculum prior to that grade, including grades K through 2.
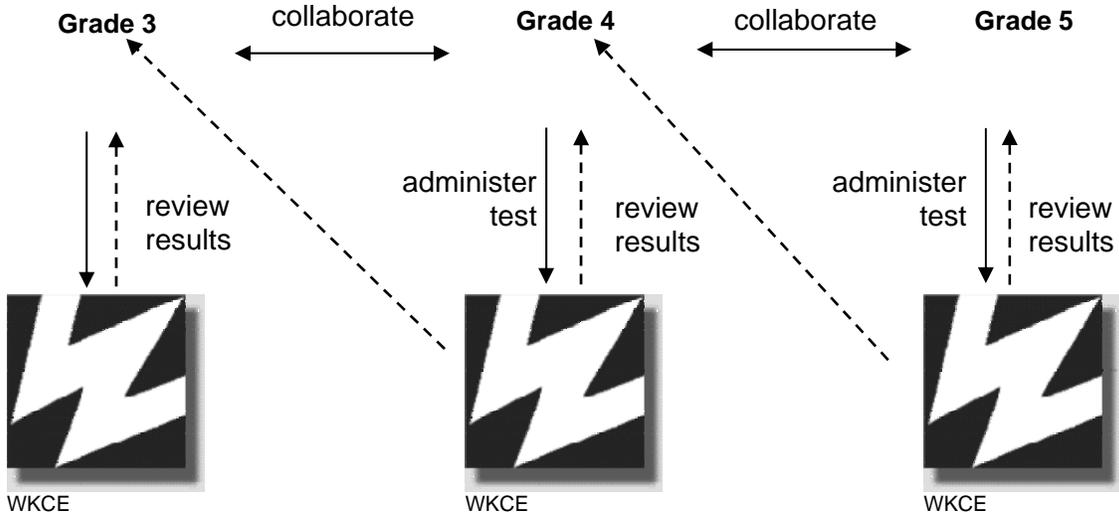
Do I need to teach something if it isn't assessed at my grade level?

Yes. You may want to ensure that you introduce students to the knowledge and skills that will be assessed at least one year (or more) before they are assessed. On the other hand, even if something is no longer assessed you may need to teach it if students haven't mastered it because it is assumed to be known and because it may be prerequisite for something that is assessed.

How are the objectives related from one grade to the next?

Reading is a process, and the words used to describe that process may be the same from grade to grade. However, as students gain knowledge and skill in reading we expect them to be able to read more difficult texts and to interact with those texts in more complex ways.

Text difficulty is related to text length; sophistication and organization of content and theme; complexity and density of concepts; length and complexity of sentences; vocabulary; literary features; and text structure. Students at upper grades are expected to manage more difficult texts than students at lower grades.

The complexity of the student's interaction with the text refers to the cognitive demands of the interaction. In general terms, in accordance with Bloom's Taxonomy, the cognitive demand grows as the interaction proceeds from knowledge and comprehension to analysis and evaluation. Figure 3 shows that in upper grades relatively more importance is placed on assessing analysis (objective 3) and evaluation (objective 4).

Figure 3. Distribution of WKCE reading score points by grade. Bands indicate percent of score points at grade level related to each objective (1-word meaning, 2-understand text, 3- analyze text, 4-evaluate and extend text). The graph shows how a student's interaction with a text is expected to become increasingly complex at higher grade levels. At third grade 45 percent of score points are related to analyzing, evaluating, and extending text (objectives 3 and 4), whereas at tenth grade 80 percent of score points are related to those objectives.
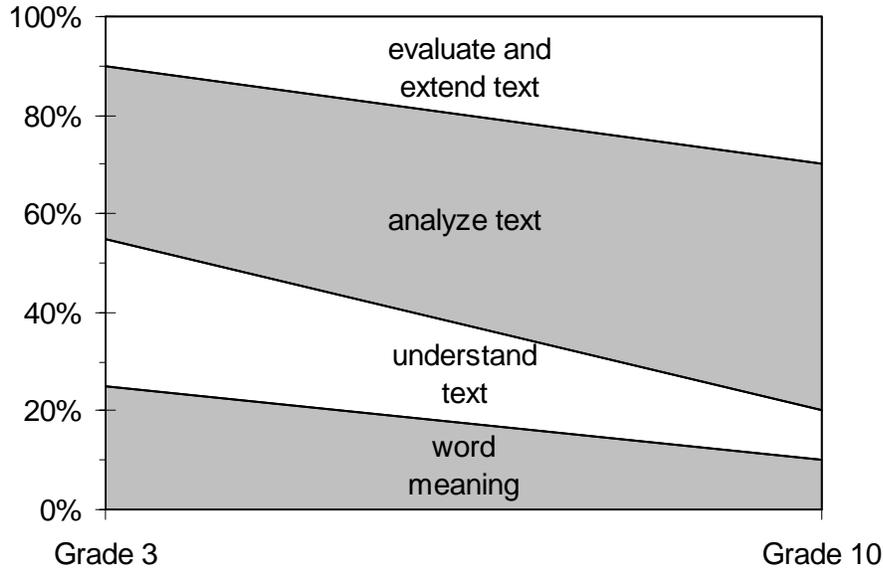
The tables on the following pages give an indication of the range of coverage of the reading test by grade level. Table 2 covers what may be assessed from the beginning of grade 3 through the beginning of grade 6. Table 3 covers from the beginning of grade 6 to the beginning of grade 10.

It is important to note that knowledge and skills assessed at one grade must be part of the curriculum prior to that grade. For more information see the questions "How can I use the framework?" and "Do I need to teach something if it isn't assessed at my grade level?" above.

Table 2. WKCE reading assessment objectives by grade level for grades 3 through 6. (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 3**	Beginning of **Grade 4**	Beginning of **Grade 5**	Beginning of **Grade 6**
		EXAMPLE			
1. Determine the meaning of words and phrases in context.	1.1 Use context clues to determine the meaning of words and phrases.	Categorize words to demonstrate understanding of word meaning.			
		Use context clues to determine the meaning of unfamiliar words.			
		Understand the meaning of words and phrases used figuratively.			
		Use context clues to determine the meaning of multiple-meaning words.			
		Use knowledge of synonyms and antonyms to determine the meaning of words.			
		Identify analogies to demonstrate understanding of word meaning.			
	1.2 Use knowledge of word structure to determine the meaning of words and phrases.	Recognize regular and irregular plural forms.			
		Recognize possessive forms.			
		Identify the meaning of contractions.			
		Use knowledge of compound words to determine the meaning of a word.			
		Identify how adding an affix changes the meaning of a word.			
		Identify the meaning of a word with an affix.			
		Use knowledge of root words to determine the meaning of a word.			
	1.3 Use word reference materials to determine the meaning of words and phrases.	Identify and use parts of a book related to word meaning.			
		Use primary dictionary guide words to locate definitions.			
		Use an entry from a word reference to determine word meaning and pronunciation.			

Table 2. WKCE reading assessment objectives by grade level for grades 3 through 6 (continued). (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 3**	Beginning of **Grade 4**	Beginning of **Grade 5**	Beginning of **Grade 6**
2. Understand text.	2.1 Demonstrate understanding of literal meaning by identifying stated information in literary text.	Identify stated information about story elements.			
	2.2 Demonstrate understanding of literal meaning by identifying stated information in informational text.	Determine where information can be found in a text.			
		Identify stated information about main ideas and supporting details.			
		Identify stated information provided through text features.			
	2.3 Demonstrate understanding of explicitly stated sequence of events in literary and informational text.	Identify beginning, middle, and end events.			
		Identify first, next, and last events.			
			Follow steps in a process.		

Table 2. WKCE reading assessment objectives by grade level for grades 3 through 6 (continued). (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 3**	Beginning of **Grade 4**	Beginning of **Grade 5**	Beginning of **Grade 6**
3. Analyze text.	3.1 Analyze literary text.	Make inferences about story elements.			
		Summarize important ideas and events.			
		Analyze stated or implied theme, message, or main idea.			
		Draw conclusions.			
		Identify purpose.			
				Make inferences based on text features or visuals.	
	3.2 Analyze informational text.	Identify implied main ideas and supporting details.			
		Identify implied relationships (such as cause/effect and compare/contrast).			
		Summarize information.			
		Identify purpose.			
		Make inferences based on text features.			
		Make inferences based on visual information.			
		Make inferences about text structure.			
		Identify pros and cons.			
				Make inferences about the author's point of view.	
	3.3 Analyze author's use of language in literary and informational text.	Analyze the use of literary devices.			
		Recognize and distinguish among genres.			
				Make inferences about the author's tone.	
				Make inferences about the author's style.	

Table 2. WKCE reading assessment objectives by grade level for grades 3 through 6 (continued).

OBJECTIVE	SUBSKILL	Beginning of **Grade 3**	Beginning of **Grade 4**	Beginning of **Grade 5**	Beginning of **Grade 6**
		EXAMPLE			
4. Evaluate and extend text.	4.1 Evaluate and extend literary text.	Extend concepts and themes to other situations.			
		Make connections to text.			
		Make predictions.			
		Identify and evaluate the author's purpose, point of view, and effectiveness.			
	4.2 Evaluate and extend informational text.	Extend ideas and concepts to other situations.			
		Evaluate comparisons and contrasts.			
		Make connections to text.			
		Make predictions.			
		Identify and evaluate the author's purpose, point of view, and effectiveness.			
			Distinguish between facts and opinions.		
			Evaluate the accuracy, currency, and credibility of information.		
	4.3 Evaluate and extend the author's use of language in literary and informational text.	Evaluate the author's word choice and use of language.			

Table 3. WKCE reading assessment objectives by grade level for grades 6 through 8 and 10. (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 6**	Beginning of **Grade 7**	Beginning of **Grade 8**	Beginning of **Grade 10**
		EXAMPLE			
1. Determine the meaning of words and phrases in context.	1.1 Use context clues to determine the meaning of words and phrases.	Use context clues to determine the meaning of unfamiliar words.			
		Understand the meaning of words and phrases used figuratively.			
		Use context clues to determine the meaning of multiple-meaning words.			
		Use knowledge of synonyms and antonyms to determine the meaning of words.			
		Identify analogies to demonstrate understanding of word meaning.			
			Understand connotative and denotative meaning of words.		
	1.2 Use knowledge of word structure to determine the meaning of words and phrases.	Use knowledge of compound words to determine the meaning of a word.			
		Identify how adding an affix changes the meaning of a word.			
		Identify the meaning of a word with an affix.			
		Use knowledge of root words to determine the meaning of a word.			
	1.3 Use word reference materials to determine the meaning of words and phrases.	Use an entry from a word reference to determine word meaning and pronunciation.			

Table 3. WKCE reading assessment objectives by grade level for grades 6 through 8 and 10 (continued). (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 6**	Beginning of **Grade 7**	Beginning of **Grade 8**	Beginning of **Grade 10**
		EXAMPLE			
2. Understand text.	2.1 Demonstrate understanding of literal meaning by identifying stated information in literary text.	Identify stated information about story elements.			
	2.2 Demonstrate understanding of literal meaning by identifying stated information in informational text.	Identify stated information about main ideas and supporting details.			
		Identify stated information provided through text features.			
	2.3 Demonstrate understanding of explicitly stated sequence of events in literary and informational text.	Identify first, next, and last events.			
		Follow steps in a process.			

Table 3. WKCE reading assessment objectives by grade level for grades 6 through 8 and 10 (continued). (Table continues.)

OBJECTIVE	SUBSKILL	Beginning of **Grade 6**	Beginning of **Grade 7**	Beginning of **Grade 8**	Beginning of **Grade 10**
		EXAMPLE			
3. Analyze text.	3.1 Analyze literary text.	Make inferences about story elements.			
		Summarize important ideas and events.			
		Analyze stated or implied theme, message, or main idea.			
		Draw conclusions.			
		Identify purpose.			
		Make inferences based on text features or visuals.			
			Analyze diverse viewpoints.		
	3.2 Analyze informational text.	Identify implied main ideas and supporting details.			
		Identify implied relationships (such as cause/effect and compare/contrast).			
		Summarize information.			
		Identify purpose.			
		Make inferences based on text features.			
		Make inferences based on visual information.			
		Make inferences about text structure.			
		Make inferences about the author's point of view.			
			Analyze diverse viewpoints.		
			Use graphic organizers to analyze and classify information.		
	3.3 Analyze author's use of language in literary and informational text.	Analyze the use of literary devices.			
		Recognize and distinguish among genres.			
		Make inferences about the author's tone.			
		Make inferences about the author's style.			
			Analyze the author's use of rhetorical devices.		
			Distinguish among types of language (such as formal/informal, literary/technical, and serious/humorous).		

Table 3. WKCE reading assessment objectives by grade level for grades 6 through 8 and 10 (continued).

OBJECTIVE	SUBSKILL	Beginning of **Grade 6**	Beginning of **Grade 7**	Beginning of **Grade 8**	Beginning of **Grade 10**
4. Evaluate and extend text.	4.1 Evaluate and extend literary text.	Extend concepts and themes to other situations.			
		Make connections to text.			
		Make predictions.			
		Identify and evaluate the author's purpose, point of view, and effectiveness.			
			Evaluate diverse viewpoints and influences.		
			Distinguish between important and unimportant details.		
			Evaluate the credibility of story elements.		
			Draw conclusions.		
	4.2 Evaluate and extend informational text.	Make connections to text.			
		Make predictions.			
		Identify and evaluate the author's purpose, point of view, and effectiveness.			
		Distinguish between facts and opinions.			
		Evaluate the accuracy, currency, and credibility of information.			
			Evaluate diverse viewpoints and influences.		
			Distinguish between important and unimportant facts.		
			Draw conclusions.		
	4.3 Evaluate and extend the author's use of language in literary and informational text.	Evaluate the author's word choice and use of language.			
			Recognize bias and propaganda in language.		

Does the reading framework replace our local curriculum or the Wisconsin Model Academic Standards for English Language Arts?

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This information does not replace your local curriculum or the Model Academic Standards.* You may wish to ensure that your local curriculum includes – *but is not limited to* – the knowledge and skills described in the framework.

Table 4 on the following page is intended to help foster discussion among educators about local curriculum, state standards, and the framework.

How does the framework relate to our local curriculum?

If your local curriculum is linked to the Wisconsin Model Academic Standards then it is also linked to the framework, because the reading framework is based on English Language Arts Standard A. However, since the framework provides additional information about what may be assessed at each grade level, you may wish to ensure that your local curriculum includes the knowledge and skills described in the framework. *Note, however, that the framework does not replace your local curriculum.* Figure 4 shows the relationships among the framework, local curriculum, and state standards.

Figure 4. Suggested relationships among the Model Academic Standards, reading assessment framework, and local curriculum, instruction, and assessment. Solid arrows indicate direct influence, and dotted arrows indicate indirect or recommended influence.
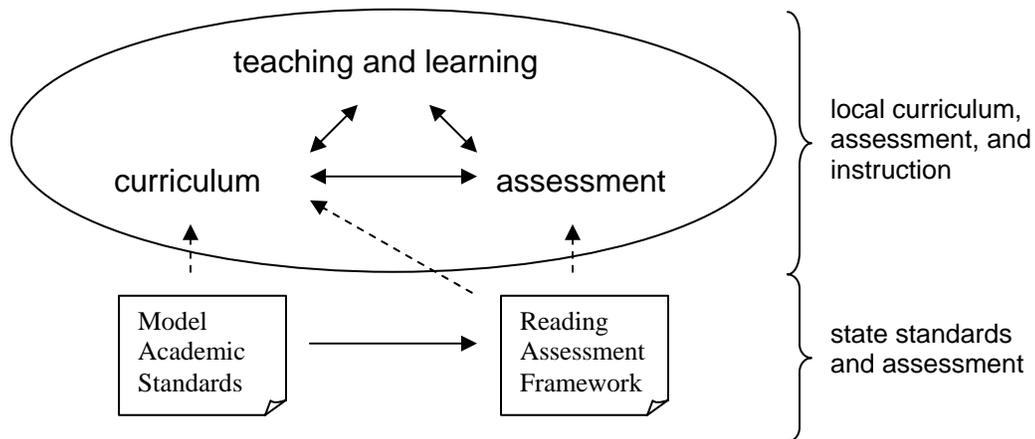
Table 4. Worksheet for discussing local curriculum, Wisconsin Model Academic Standards for the Language Arts (Content Standard A), and the WKCE reading assessment framework. Numbers in parentheses indicate performance standards under Content Standard A, Reading and Literature.

Grade Levels: _____ (e.g., early elementary)

Key: 2 = strong link, 1 = moderate link, 0 = no link

Reading Assessment Framework	Content Standard A	Local Standards/Objectives	2	1	0
1. Determine the meaning of words and phrases in context.	(1)				
1.1 Use context clues to determine the meaning of words and phrases.	(1)				
1.2 Use knowledge of word structure to determine the meaning of words and phrases.	(1)				
1.3 Use word reference materials to determine the meaning of words and phrases.	(1)				
2. Understand text.	(1), (2), (3), (4)				
2.1 Demonstrate understanding of literal meaning by identifying stated information in literary text.	(1), (2), (3)				
2.2 Demonstrate understanding of literal meaning by identifying stated information in informational text.	(1), (3), (4)				
2.3 Demonstrate understanding of explicitly stated sequence of events in literary and informational text.	(1), (2), (3), (4)				
3. Analyze text.	(1), (2), (3), (4)				
3.1 Analyze literary text.	(1), (2), (3)				
3.2 Analyze informational text.	(1), (3), (4)				
3.3 Analyze author's use of language in literary and informational text.	(1), (2), (3), (4)				
4. Evaluate and extend text.	(1), (2), (3), (4)				
4.1 Evaluate and extend literary text.	(1), (2), (3)				
4.2 Evaluate and extend informational text.	(1), (3), (4)				
4.3 Evaluate and extend the author's use of language in literary and informational text.	(1), (2), (3), (4)				

How does the framework relate to the Wisconsin Model Academic Standards?

The reading assessment framework reflects Content Standard A (Reading and Literature) in the Wisconsin Model Academic Standards for English Language Arts. However, the objectives and subskills in the framework are organized differently from the Model Academic Standards performance standards. It is therefore possible for different items that assess the same subskill in the framework to assess different performance standards in the Model Academic Standards. For example, an item assessing framework subskill 3.1, "Analyze literary text," could be assessing English Language Arts Standard A, performance standard 1, 2, or 3, depending on the particular item.

WKCE reports will include objective, subskill, content standard, and performance standard information as appropriate. Table 5 on the following page indicates the connections between the frameworks and the standards. For example, the table shows that all items under subskill 1.1, "Uses context clues to determine the meaning of words and phrases" are assessing performance standard 1, "Use effective reading strategies to achieve their purpose in reading."

How can I use the reading assessment framework in data retreats?

One way to use the reading assessment framework in a data retreat is to help identify areas for improving learning. For example, if your WKCE results seem low in a particular subskill over time or across grades, you may want to check whether the subskill is included at the appropriate grades in your curriculum. If it is, then you may want to re-examine the way it is taught. If it is not, then you may want to include it. Figure 5 summarizes this approach.

Figure 5. An approach to improving learning with WKCE data, reading assessment frameworks, and local curriculum.

low test scores
on 'X'

Do we
teach 'X'?

yes

no

re-evaluate
instructional strategies

re-evaluate
curriculum
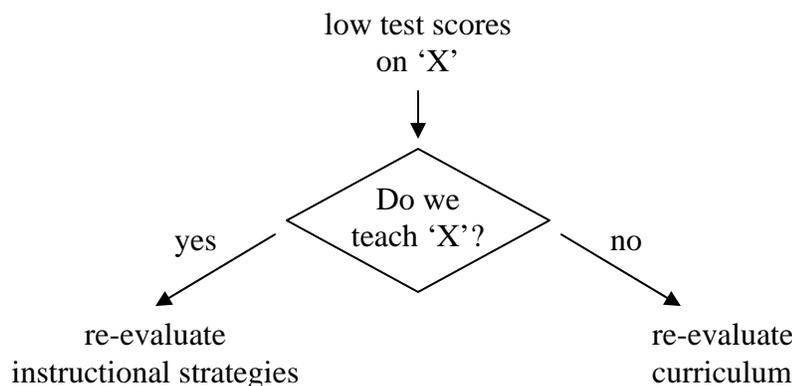
Table 5. Matrix for matching reading assessment framework subskills to Model Academic Standards performance standards. X's indicate links between the subskills and the performance standards. One subskill may reflect more than one performance standard, and one performance standard may be reflected in more than one subskill.

Reading Assessment Framework Objectives and Subskills	Wisconsin Model Academic Standards for English Language Arts Content Standard A: Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others. Performance Standards			
	1. Use effective reading strategies to achieve one's purpose in reading.	2. Read, interpret, and critically analyze literature.	3. Read and discuss literary and nonliterary texts in order to understand human experience.	4. Read to acquire information.
1. Determine the meaning of words and phrases in context.				
1.1 Use context clues to determine the meaning of words and phrases.	X			
1.2 Use knowledge of word structure to determine the meaning of words and phrases.	X			
1.3 Use word reference materials to determine the meaning of words and phrases.	X			
2. Understand text.				
2.1 Demonstrate understanding of literal meaning by identifying stated information in literary text.	X	X	X	
2.2 Demonstrate understanding of literal meaning by identifying stated information in informational text.	X		X	X
2.3 Demonstrate understanding of explicitly stated sequence of events in literary and informational text.	X	X	X	X
3. Analyze text.				
3.1 Analyze literary text.	X	X	X	
3.2 Analyze informational text.	X		X	X
3.3 Analyze author's use of language in literary and informational text.	X	X	X	X
4. Evaluate and extend text.				
4.1 Evaluate and extend literary text.	X	X	X	
4.2 Evaluate and extend informational text.	X		X	X
4.3 Evaluate and extend the author's use of language in literary and informational text.	X	X	X	X

What is a criterion-referenced test?

This term refers to the way test results are interpreted. A criterion-referenced interpretation of an assessment relates a student's performance to specific performance criteria, rather than to the performance of other students (which would be a norm-referenced interpretation). Wisconsin has defined five proficiency categories: pre-requisite skill, minimal performance, basic, proficient, and advanced. A combination of professional judgment (involving educators from around Wisconsin) and statistical analysis is used to link assessment scores with proficiency levels.

How long is the test?

The WKCE reading assessment typically has three or four sessions and students have between 30 and 40 minutes to complete each session. Although the test is timed, most students are expected to be able to complete all the items for each session.

What kinds of reading passages will be on the test?

The WKCE includes both literary and informational text. Literary text includes prose and poetry, and informational text also includes everyday text. Table 6 below shows examples of each type of text by grade level.

Table 6. Typical kinds of text at each grade level on the WKCE.

Grade Level	Literary Text (Prose and Poetry)	Informational Text	Everyday Text
3-4	Realistic fiction, animal stories, poetry, drama, folktales, fables, biography	Nonfiction trade book excerpts, magazine articles	Charts, schedules, menus, tickets, product labels, safety notices, school-related texts, simple instructions
5-6	Realistic fiction, poetry, drama, biography, autobiography, historical fiction, myths	Magazine, textbook, and newspaper articles, government documents	Charts, schedules, simple forms, applications (for example, camp), product labels, safety notices, simple instructions
7-8	Short stories, novel excerpts, poetry, drama, biography, autobiography	Magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons	Charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, technical instructions
10	Short stories, novel excerpts, poetry, drama, biography, autobiography	Articles, brochures, editorials, essays, memoirs, speeches, reviews, interviews, critiques	Charts, schedules, forms, timelines, applications, coupons, consumer product labels or information, product use or warning labels, safety notices, technical instructions, brochures, advertisements, warranties, trouble-shooting guides

How many reading passages will be on the test?

There are typically six to eight reading passages on the WKCE. The minimum distribution of passages by type of text is shown in Table 7.

Table 7. Minimum distribution of reading passages on the WKCE by type and length of passage.

Text Type	Number of Passages
Literary Prose	1 short
	1 long
Poetry	1
Informational Text	1 short
	1 long
Everyday Text	1
MINIMUM TOTAL	6

How long are the reading passages?

There is a mixture of short and long reading passages on the WKCE. The passages may be longer at higher grade levels, as indicated in Table 8.

Table 8. Typical length of reading passages on the WKCE by type of passage.

	Passage Length				
	Words				Pages (Test Book)
	Literary Text (Prose and Poetry)		Informational Text		Everyday Text
Grade Level	Short	Long	Short	Long	
3-4	300-600	900-1200	300-600	700-1000	Up to 1 page
5-6	350-700	900-1500	350-700	800-1200	Up to 1 page
7-8	400-800	1000-1500	400-800	900-1500	Up to 1 page
10	400-800	1000-1500	400-800	900-1500	Up to 2 pages

What are paired reading passages?

Paired passages are two reading passages that are related in some way, such as by setting, topic, or theme. The WKCE will include questions about both passages in a set of paired passages, as well as questions about each individual passage. The WKCE will include both independent and paired passages.

Why does the WKCE include paired passages?

When students create connections between texts their knowledge becomes increasingly multilayered and rich. By examining more than one source or viewpoint on a topic students develop their ability to manage, evaluate, and synthesize the extensive amount of information available to them. Text-to-text learning is therefore integral to developing knowledge.

What kinds of reading passages will be paired?

Every combination is possible. The arrows in Figure 6 below show possible passage pairings. For example, literary prose may be paired with poetry, informational text, or everyday text.

Figure 6. Possible reading passage pairings on the WCKE-CRT.
Possible pairings are indicated with double-headed arrows.
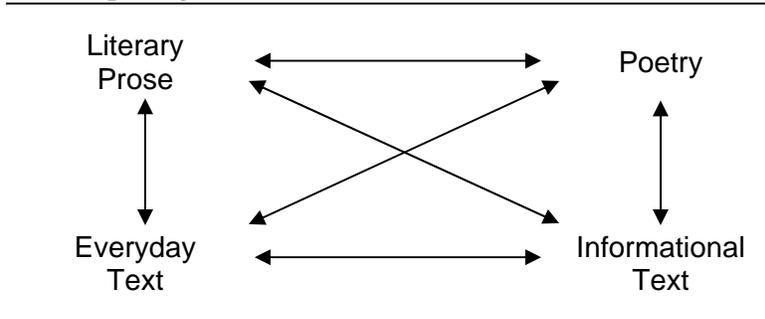
What kinds of questions are on the test?

There are both selected-response (multiple-choice) and constructed-response (short answer) items on the WKCE. Approximately 80% of a student's score points will come from selected-response items, and 20% from constructed-response items.

How are short-answer questions scored?

The score for a constructed-response item ranges from 0, for an unsuccessful response, to 3, for a complete response. Each student's answer is scored by at least two readers using a scoring guide developed specifically for that item. The item-specific scoring guides and the training papers for the readers are reviewed by a group of Wisconsin educators using a sample of real student answers to ensure that they reflect Wisconsin's standards for our students. The item-specific scoring guides are based on the general scoring guide shown in Table 9.

Is it true that the test includes items that are too difficult for some students?

Since students learn at different rates and read at different levels it is likely that some questions will be more challenging for some students than for others. However, it is not necessary to answer every question correctly to be considered 'proficient' or 'advanced.' Through the standard-setting process, a student's performance on the reading assessment is assigned to a proficiency category based on what Wisconsin educators think a typical child at that grade level and in that proficiency category should know and be able to do.

How can I help my students prepare for the test?

The best test preparation involves a rich, engaging curriculum coupled with ongoing assessment that is integrated into instruction. Students should have experience with a variety of text types of varying lengths, including longer texts. Students should be familiar with the kinds of items they will see on the test and with general test-taking strategies, but this should not be a major focus of instruction.

Table 9. General scoring guide for short-answer items on the WKCE reading test.

Wisconsin Knowledge and Concepts Examination
General Scoring Guide for Brief Constructed-Response Items in Reading

3 points

- The response demonstrates a *thorough understanding* of the reading concept embodied in the task.
- The response is *accurate, complete, and insightful* and *fulfills all the requirements* of the task.
- Necessary *support and/or examples* are included.
- Information is clearly *text-based.*

2 points

- The response demonstrates a *partial understanding* of the reading concept embodied in the task.
- The response is *accurate* and *fulfills most of the requirements* of the task.
- Necessary support and/or examples may *not be complete or clearly text-based.*

1 point

- The response demonstrates an *incomplete understanding* of the reading concept embodied in the task.
- The response provides *some information that is text-based,* but does not fulfill the requirements of the task.
- Information provided is *too general* or *too simplistic.*
- Necessary support and/or examples may be *incomplete* or *omitted*.

0 points

- The response demonstrates *no understanding* of the reading concept embodied in the task.
- The response is *inaccurate, confused,* or *irrelevant.*
- The student has *failed to respond* to the task.

Whom can I contact with questions or suggestions?

We welcome your questions and suggestions! Please contact us at:

Viji Somasundaram
WKCE Program Manager

(608) 267-7268 Office
(608) 266-8770 FAX

Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

There is a questionnaire at the end of this document with some questions that are of interest to us for evaluating the reading framework. Please take a moment to complete the survey and return it to us.

Grade-Level Framework

Beginning of Grade 3

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Realistic fiction, animal stories, poetry, drama, folktales, fables, biography	Nonfiction trade book excerpts, magazine articles	Charts, schedules, menus, tickets, product labels, safety notices, school-related texts

Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Categorize words to demonstrate understanding of word meaning.
- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Recognize regular and irregular plural forms.
- Recognize possessive forms.
- Identify the meaning of contractions.
- Use knowledge of compound words to determine the meaning of a word.
- Identify how adding an affix changes the meaning of a word.
- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Identify and use parts of a book related to word meaning.
- Use primary dictionary guide words to locate definitions.
- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Determine where information can be found in a text.
- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify beginning, middle, and end events.
- Identify first, next, and last events.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Identify pros and cons.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Extend themes and concepts to other situations.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.

4.2. Evaluate and extend informational text.

- Extend ideas and concepts to other situations.
- Evaluate comparisons and contrasts.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.

Grade-Level Framework

Beginning of Grade 4

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Realistic fiction, animal stories, poetry, drama, folktales, fables, biography	Nonfiction trade book excerpts, magazine articles	Charts, schedules, menus, tickets, product labels, safety notices, school-related texts, simple instructions

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Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Categorize words to demonstrate understanding of word meaning.
- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Recognize regular and irregular plural forms.
- Recognize possessive forms.
- Identify the meaning of contractions.
- Use knowledge of compound words to determine the meaning of a word.
- Identify how adding an affix changes the meaning of a word.
- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Identify and use parts of a book related to word meaning.
- Use primary dictionary guide words to locate definitions.
- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Determine where information can be found in a text.
- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Identify pros and cons.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Extend themes and concepts to other situations.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.

4.2. Evaluate and extend informational text.

- Extend ideas and concepts to other situations.
- Evaluate comparisons and contrasts.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.

Grade-Level Framework

Beginning of Grade 5

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Realistic fiction, poetry, drama, biography, autobiography, historical fiction, myths	Magazine, textbook, and newspaper articles, government documents	Charts, schedules, simple forms, applications (for example, camp), product labels, safety notices, simple instructions

Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Identify the meaning of contractions.
- Use knowledge of compound words to determine the meaning of a word.
- Identify how adding an affix changes the meaning of a word.
- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Make inferences based on text features or visuals.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Make inferences about the author's point of view.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.
- Make inferences about the author's tone.
- Make inferences about the author's style.

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Extend themes and concepts to other situations.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.

4.2. Evaluate and extend informational text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.

Grade-Level Framework

Beginning of Grade 6

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Realistic fiction, poetry, drama, biography, autobiography, historical fiction, myths	Magazine, textbook, and newspaper articles, government documents	Charts, schedules, simple forms, applications (for example, camp), product labels, safety notices, simple instructions

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Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Use knowledge of compound words to determine the meaning of a word.
- Identify how adding an affix changes the meaning of a word.
- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Make inferences based on text features or visuals.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Make inferences about the author's point of view.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.
- Make inferences about the author's tone.
- Make inferences about the author's style.

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Extend themes and concepts to other situations.
- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.

4.2. Evaluate and extend informational text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.

Grade-Level Framework

Beginning of Grade 7

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Short stories, novel excerpts, poetry, drama, biography, autobiography	Magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons	Charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, simple instructions

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Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. **Determine the meaning of words and phrases in context.**

    1.1. Use context clues to determine the meaning of words and phrases.

    - Use context clues to determine the meaning of unfamiliar words.
    - Understand the meaning of words and phrases used figuratively.
    - Use context clues to determine the meaning of multiple-meaning words.
    - Use knowledge of synonyms and antonyms to determine the meaning of words.
    - Identify analogies to demonstrate understanding of word meaning.
    - Understand connotative and denotative meaning of words.

    1.2. Use knowledge of word structure to determine the meaning of words and phrases.

    - Identify the meaning of a word with an affix.
    - Use knowledge of root words to determine the meaning of a word.

    1.3. Use word reference materials to determine the meaning of words and phrases.

    - Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Make inferences based on text features or visuals.
- Analyze diverse viewpoints.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Analyze diverse viewpoints.
- Use graphic organizers to analyze and classify information.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.
- Make inferences about the author's tone.
- Make inferences about the author's style.
- Analyze the author's use of rhetorical devices.
- Distinguish among types of language (such as formal/informal, literary/technical, and serious/humorous).

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant details.
- Evaluate the credibility of story elements.
- Draw conclusions.

4.2. Evaluate and extend informational text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant facts.
- Draw conclusions.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.
- Recognize bias and propaganda in language.

Grade-Level Framework

Beginning of Grade 8

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Short stories, novel excerpts, poetry, drama, biography, autobiography	Magazine, textbook, and newspaper articles, government documents, historical papers, reports, manuals, reviews, editorial cartoons	Charts, schedules, forms, timelines, applications, product use or warning labels, safety notices, simple instructions

Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.
- Understand connotative and denotative meaning of words.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Analyze diverse viewpoints.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Analyze diverse viewpoints.
- Use graphic organizers to analyze and classify information.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.
- Make inferences about the author's tone.
- Make inferences about the author's style.
- Analyze the author's use of rhetorical devices.
- Distinguish among types of language (such as formal/informal, literary/technical, and serious/humorous).

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant details.
- Evaluate the credibility of story elements.
- Draw conclusions.

4.2. Evaluate and extend informational text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant facts.
- Draw conclusions.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.
- Recognize bias and propaganda in language.

Grade-Level Framework

Beginning of Grade 10

The reading assessment framework is an indication of the knowledge and skills that will be assessed on the November WKCE. *This is not a curriculum.* However, it may be useful in linking your local curriculum with the statewide reading assessment.

Types of Text

Students may be asked to read and answer questions about texts such as these:

Literary (Prose and Poetry)	Informational	Everyday
Short stories, novel excerpts, poetry, drama, biography, autobiography	Articles, brochures, editorials, essays, memoirs, speeches, interviews, critiques	Charts, schedules, forms, timelines, applications, coupons, consumer product labels or information, product use or warning labels, safety notices, technical instructions, brochures, advertisements, warranties, trouble-shooting guides

Objectives, Subskills, and Descriptors

Objectives (labeled 1, 2, 3, and 4) and subskills (labeled 1.1, 1.2, etc.) denote general knowledge and skills that are assessed and reported on the WKCE. Bulleted descriptors are *examples* of specific knowledge or skills that may be included within each subskill. The subskills include knowledge and skills *such as, but not limited to* the descriptors.

1. Determine the meaning of words and phrases in context.

1.1. Use context clues to determine the meaning of words and phrases.

- Use context clues to determine the meaning of unfamiliar words.
- Understand the meaning of words and phrases used figuratively.
- Use context clues to determine the meaning of multiple-meaning words.
- Use knowledge of synonyms and antonyms to determine the meaning of words.
- Identify analogies to demonstrate understanding of word meaning.
- Understand connotative and denotative meaning of words.

1.2. Use knowledge of word structure to determine the meaning of words and phrases.

- Identify the meaning of a word with an affix.
- Use knowledge of root words to determine the meaning of a word.

1.3. Use word reference materials to determine the meaning of words and phrases.

- Use an entry from a word reference to determine word meaning and pronunciation.

2. Understand text.

2.1. Demonstrate understanding of literal meaning by identifying stated information in literary text.

- Identify stated information about story elements.

2.2. Demonstrate understanding of literal meaning by identifying stated information in informational text.

- Identify stated information about main ideas and supporting details.
- Identify stated information provided through text features.

2.3. Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

- Identify first, next, and last events.
- Follow steps in a process.

3. Analyze text.

3.1. Analyze literary text.

- Make inferences about story elements.
- Summarize important ideas and events.
- Analyze stated or implied theme, message, or main idea.
- Draw conclusions.
- Identify purpose.
- Analyze diverse viewpoints.

3.2. Analyze informational text.

- Identify implied main ideas and supporting details.
- Identify implied relationships (such as cause/effect and compare/contrast).
- Summarize information.
- Identify purpose.
- Make inferences based on text features.
- Make inferences based on visual information.
- Make inferences about text structure.
- Analyze diverse viewpoints.
- Use graphic organizers to analyze and classify information.

3.3. Analyze author's use of language in literary and informational text.

- Analyze the use of literary devices.
- Recognize and distinguish among genres.
- Make inferences about the author's tone.
- Make inferences about the author's style.
- Analyze the author's use of rhetorical devices.
- Distinguish among types of language (such as formal/informal, literary/technical, and serious/humorous).

4. Evaluate and extend text.

4.1. Evaluate and extend literary text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant details.
- Evaluate the credibility of story elements.
- Draw conclusions.

4.2. Evaluate and extend informational text.

- Make connections to text.
- Make predictions.
- Identify and evaluate the author's purpose, point of view, and effectiveness.
- Distinguish between facts and opinions.
- Evaluate the accuracy, currency, and credibility of information.
- Evaluate diverse viewpoints and influences.
- Distinguish between important and unimportant facts.
- Draw conclusions.

4.3. Evaluate and extend the author's use of language in literary and informational text.

- Evaluate the author's word choice and use of language.
- Recognize bias and propaganda in language.

Glossary of Terms Used in the Wisconsin Reading Assessment Framework

A

Affix. A word element added to the beginning (prefix) or the end (suffix) of a word to alter its meaning or part of speech, for example pre-, -ful, and -ly.

Alliteration. Repetition of an initial consonant sound across syllables or words, for example 'sleds sliding on snowy slopes.'

Analogy. A comparison of two things that are similar in some way. Writers often use analogy to explain something unfamiliar by comparing it to something familiar.

Analyze. In Bloom's Taxonomy this refers to breaking down a text into its component parts in order to make the relationships between the ideas more explicit.

Anecdote. A short narrative that is often entertaining or used to illustrate a point and is presumed to be true.

Antonym. A word that means the opposite of another word.

Audience. The reader.

B

Bias. A preference or attitude that may prevent impartial judgment.

C

Cause and effect. A way of organizing text that emphasizes the causal relationships between two or more events or situations.

Character. A person portrayed in literature. The personality features of such a person.

Character trait. Features of a personality.

Chronological structure. A way of organizing text that emphasizes the order in which things happen.

Comparison and contrast. A way of organizing text that emphasizes the similarities and differences of two or more things.

Compound word. A word that is made from combining words, for example 'riverbank' or 'houseboat.'

Connection. Making a connection involves activating prior knowledge before, during, or after reading using text-to-self, text-to-text, or text-to-world associations.

Connotation. A word's implied or associated meaning beyond its dictionary definition. For example, 'home' connotes warmth and family, whereas 'house' connotes a building.

Constructed response. On the WKCE reading test, a type of item that requires a brief written response from a student.

Context. The parts of a text that surround a word or passage and may help to clarify its meaning.

Context clues. Information from text surrounding a word or phrase that helps the reader figure out meaning or pronunciation.

Contraction. A shorter word or phrase formed by omitting part of the whole word or phrase, for example 'they're' from 'they are.'

Credibility. How believable something is.

Criterion-referenced. An interpretation of a test score relative to specified performance criteria.

Currency. Being up to date.

D

Denotation. The explicit meaning of a word; the dictionary definition.

Descriptor. In the WKCE assessment framework, an example of a specific knowledge or skill that may be assessed on the test.

Dialect. Language spoken by a particular regional or social group, often with distinctive pronunciation, syntax, and vocabulary.

E

Evaluate. In Bloom's Taxonomy this refers to making a judgment about the value of some idea, text, and so on for some purpose.

Everyday text. Text that is encountered in everyday life, such as advertisements, instructions, menus, schedules, and so on.

Explicit. Directly stated in the text.

Extend. To draw conclusions or make predictions that go beyond what is stated in the text.

F

Figurative language. Language that is interpreted imaginatively rather than literally, such as idiom, metaphor, and simile.

Flashback. A way of presenting events that occurred earlier than the current time in a narrative. An advantage of using a flashback is that a story can start in the middle to get the reader interested, and then fill in what led up to that point.

Foreshadowing. To hint at or indicate in some way something that will happen later in the text.

Formal language. A standard dialect that follows accepted conventions and is used in formal settings, such as in a scientific report or when addressing a respected person.

Framework. For the WKCE, a document developed by the Department of Public Instruction to help educators understand the range of coverage of the test.

G

Genre. A category of text having a particular form, techniques, and content, such as biography, poetry, or short story.

Graphic organizer. A visual method of organizing information, such as a content map, outline, or Venn diagram.

Guide word. Word at the top of the page in a word reference such as a dictionary that indicates the first or last entry on the page.

H

Homonym. A word that sounds or looks the same as another word, but has a different meaning, such as 'pool' table and swimming 'pool.'

Hyperbole. Figurative language in which exaggeration is used for heightened or comic effect, for example, 'I've seen that a million times.'

I

Idiom. A phrase that means something different from the literal meaning of the words in the phrase, such as 'raining cats and dogs.'

Implied. Not directly stated in the text, but may be inferred from the text; 'reading between the lines.'

Infer. To draw a conclusion based on evidence about something that is not explicitly stated.

Informal language. Language used in an informal setting, such as at home or with friends.

Informational text. Nonfiction text such as magazine and newspaper articles, reports, and textbooks.

Interacting with text. Constructing meaning from the text through questioning, predicting, organizing information, and so on.

Irregular form. A word that does not follow the regular pattern for making plural or past tense, such as 'mice' and 'went.'

J, K, L

Literal meaning. The exact, primary meaning of a word or text.

Literary device. A technique used in literature, such as alliteration, flashback, foreshadowing, hyperbole, idiom, imagery, metaphor, onomatopoeia, rhyme, simile, personification.

Literary language. Language typical of literature, which may involve use of literary devices and rich imagery.

Literary text. Text such as biography, drama, poetry, and short stories.

M

Main idea. The central or most important idea in a text.

Metaphor. A figure of speech in which one thing is compared imaginatively with another, sometimes in an unusual way, such as, 'I am a bear in the morning.'

Mood. The author's emotional attitude toward the subject or theme of the text, for example hopeful or bitter.

N

Narrative technique. Methods used by an author to convey the story, such as dialog.

Norm-referenced. An interpretation of a test score relative to the scores of other test-takers.

O

Onomatopoeia. Refers to the pronunciation of a word that imitates the sound associated with its object or action, such as hiss or buzz.

P

Paired passages. On the WKCE reading test, two passages that are related through topic or theme.

Personification. A figure of speech in which human characteristics are attributed to animals, plants, objects, ideas, and so on.

Plot. The arrangement of events or main story in a literary text.

Plural. The form of a noun that indicates more than one.

Point of view. The perspective or beliefs of the author. The perspective from which a story is told.

Possessive. The form of a noun that indicates something belongs to it, such as 'the teacher's car.'

Prefix. An affix added to the beginning of a root word that affects its meaning or form, such as 'be-' in 'befriend.'

Propaganda. Literature intended to influence public opinion, often by appealing to people's fears and prejudices.

Purpose. The author's intent, such as to describe, entertain, inform, persuade, teach a lesson, and so on.

Q, R

Regular form. The form of a noun or verb that follows the normal rules for denoting number and tense, such as 'books' and 'liked.'

Resolution. The point in a story at which the conflict or problem is solved.

Rhetorical device. A technique used for a particular purpose or effect, such as analogy, anecdote, exaggeration, repetition, and rhetorical question.

Rhetorical question. A question to which no answer is expected, such as, 'Didn't I tell you to clean up your room?'

Rhyme. The similarity in sound between two words, such as 'dome' and 'home.'

Root word. The meaningful base form of a word without any affixes. For example, the root word in 'friendship' is 'friend.'

Rubric. A scoring guide used to evaluate a student's performance.

S

Selected-response. A kind of test item in which a student must choose the best response from among several choices. Also known as multiple-choice.

Sequence of events. The time order of events.

Setting. The time and place in which the events of a story occur.

Simile. A figure of speech that uses 'like,' 'as,' or 'as if' to directly compare two different things, such as, 'The dog sat as still as a stone.'

Solution. The way in which the conflict or problem of a story is resolved.

Spatial structure. A way of organizing a text related to the way things are organized in space. For example, in a text about Wisconsin, one way of organizing the text is by geographic region.

Story elements. Parts of a story such as characters, plot, point of view, problem, relationships, sequence of events, setting, solution, theme, and so on.

Style. A writer's way of saying things, including word choice, sentence structure, organization of ideas, and so on.

Suffix. An affix added at the end of a root word that affects the meaning or form of the root word, such as '-ly' in 'friendly.'

Summarize. To express just the major ideas and most important supporting details from a text.

Supporting detail. The specific facts and ideas that support or illustrate the major ideas in a text.

Synonym. A word that means the same as another word.

T

Technical Advisory Committee. For the Wisconsin Student Assessment System, a group of nationally-recognized experts that meets twice a year to advise the state on technical issues related to the assessments.

Technical language. Language that is precise and is oriented to conveying factual information, such as an operating manual for a DVD player.

Text features. Elements of a text that give additional information to the reader, such as captions, charts, diagrams, graphs, headings, illustrations, maps, schedules, special type, tables, timelines, and so on.

Text structure. The way in which a text is organized, such as cause/effect, chronological, spatial, and comparison/contrast.

Text-to-self. Refers to connections readers make between the text and their experience or background knowledge.

Text-to-text. Refers to connections that readers make between one text and another text.

Text-to-world. Refers to connections that readers make between the text and larger issues and ideas.

Theme. The central idea or message of a literary text.

Tone. The reflection of the author's attitude toward the subject, characters, or reader, such as friendly, teasing, and so on. Comparable to tone of voice in speech.

Topic. The subject of a text.

U, V

Vernacular. The everyday language of a group of people.

Viewpoint. The perspective or beliefs from which the subject of the text is viewed.

W, X, Y, Z

Word choice. The author's choice of how to express an idea, such as, 'She returned home' versus 'She returned to her house.' Depending on choice of words, slightly different meanings or feelings can be conveyed.

Word origins. The origins of affixes and root words. Knowledge of word origins can help readers understand the meanings of unfamiliar words.

Word reference. Dictionary, glossary, thesaurus, and so on.

Word structure. The way words are put together to convey meaning, such as by adding affixes, making contractions, or putting two words together to form a compound word.

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Wisconsin Reading Assessment Framework
Feedback Form

We welcome your comments and questions. To use this form to provide feedback please print a copy of this page, fill out the form, and mail or fax it to:

Phil Olsen, Reading Assessment Consultant Office of Educational Accountability FAX: (608) 266-8770	Wisconsin Department of Public Instruction P.O. Box 7841 Madison, WI 53707-7841

Name: _____

School: _____   District: _____

Optional contact information:

Email: _____   Phone: _____

1. Please describe your primary role in education (e.g., curriculum coordinator, director of instruction, district administrator, parent, principal, reading specialist, teacher, etc.):

2. Please answer the following questions about the reading assessment framework:

Key: 1 = strongly disagree, 5 = strongly agree	1	2	3	4	5
1. The framework is easy to understand.					
2. The framework will be useful as we review our curriculum.					
3. The framework reflects major conceptual understandings, principles, and theories of reading.					
4. The framework reflects knowledge and skills that are appropriate at each grade level.					
5. The framework reflects knowledge and skills that are relevant and engaging to students.					

3. Please indicate your comments or questions:

Wisconsin Reading Assessment Framework
Revision History

This revision reflects corrections and clarifications to the document originally released January 12, 2005 as indicated below:

Revision Date	Page	Description
May 12, 2005	13	In the last line of the table, the spelling of the word "humorous" was corrected (humerous -> humorous).
May 12, 2005	19	In table 6 the test times for grade 10 were corrected (part 1: 40 -> 50; part 2: 40 -> 45; total test time: 2:00 -> 2:15).
May 12, 2005	52	Revision history added to help users track differences from earlier versions of this document.
May 10, 2006	cover	Updated hyperlink (dpi.wi.gov -> dpi.wi.gov).
May 10, 2006	inside cover	Updated hyperlinks (dpi.wi.gov -> dpi.wi.gov and /dlsis/cal/caltres.html -> /standards/) and modified time orientation from future to past (e.g., will be -> have been).
May 10, 2006	1	Updated hyperlink (dpi.wi.gov -> dpi.wi.gov) and modified time orientation from future to past.
May 10, 2006	5	Removed clip art from Figure 2 and added "including grades K through 3" to caption.
May 10, 2006	19	Updated hyperlink (dpi.wi.gov -> dpi.wi.gov).
July 10, 2006	19	Removed old table 6 and references to specific test times, and renumbered all following tables. This makes the reading framework consistent with the mathematics and science frameworks, which do not include specific test times. Information about test times is available on our web site at www.dpi.wi.gov/oea/dates.html.