

2018 READING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can identify key narrative elements and central ideas in a grade-level text.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.
Anchor 3 Students can demonstrate understanding of the foundational features of the English language.	Student may identify one basic feature of print, sounds, or grade-appropriate words.	Student can identify a few basic features of print, and a few sounds and/or grade-appropriate words.	Student can identify some basic features of print and sounds, and a few grade-appropriate words.	Student can identify most basic features of print and sounds, and some grade-appropriate words.	Student can identify most basic features of print, sounds, and grade-appropriate words.
Target of Measurement 3 Students can identify basic features of print, sounds, and grade-appropriate words.					
Anchor 4 Students can apply phonics and word analysis skills basic to the English language when reading.	Student may identify a few one-to-one letter-sound correspondences or high-frequency grade-appropriate words in context.	Student can identify some one-to-one letter-sound correspondences and a few high-frequency grade-appropriate words in context.	Student can identify most one-to-one letter-sound correspondences and a few high-frequency grade-appropriate words in context.	Student can identify most one-to-one letter-sound correspondences and some high-frequency grade-appropriate words in context.	Student can identify most one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.
Target of Measurement 4 Students can identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.					
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.

2018 READING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<p>Anchor 1</p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p> <p>Target of Measurement 1</p> <p>Students can identify words, phrases, or sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>Student can identify most simple or some expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>	<p>Student can identify a variety of simple or expanded sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in a grade-level text.</p>
<p>Anchor 2</p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p> <p>Target of Measurement 2</p> <p>Students can identify words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>Student can identify most simple or some expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>	<p>Student can identify a variety of simple or expanded sentences that signal or describe key details, sequence, and/or relationships in a grade-level text.</p>
<p>Anchor 3</p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p> <p>Target of Measurement 3</p> <p>Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text.</p>	<p>Student may determine the meaning of a few Tier 1 words in a grade-level text.</p>	<p>Student can determine the meaning of some Tier 1 and a few Tier 2 words in a grade-level text.</p>	<p>Student can determine the meaning of most Tier 1 and a few Tier 2 words in a grade-level text.</p>	<p>Student can determine the meaning of most Tier 1 and some Tier 2 words in a grade-level text.</p>	<p>Student can determine the meaning of Tier 1 and some Tier 2 words in a grade-level text.</p>

2018 READING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.	Student can identify most simple or some expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.	Student can identify a variety of simple or expanded sentences that together develop a story, a description, a sequence of events, or a relationship in grade-level texts.
Target of Measurement 4 Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, a sequence of events, or a relationship .					
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify significant ideas, events, and/or relationships that are established by text structures (phrases, simple sentences, or a few expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant ideas, events, and/or relationships that are established by text structures (simple or some expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant ideas, events, and/or relationships that are established by text structures (a variety of simple or expanded sentences that work together to determine elements, connections, and topics) in grade-level texts.
Target of Measurement 5 Students can identify significant ideas, events, and/or relationships that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.					

2018 READING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can identify key narrative elements and central ideas in a grade-level text.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.
Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in a grade-level text.					
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.
Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, and/or relationships in a grade-level text.					
Anchor 3 Students can determine the meaning of vocabulary in a grade-level text.	Student may determine the literal meaning of some Tier 1 words in a grade-level text.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.	Student can determine some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.	Student can determine most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.	Student can determine most of the literal and figurative meanings of Tier 1 and some Tier 2 words in a grade-level text.
Target of Measurement 3 Students can determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary in a grade-level text.					

2018 READING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a sequence of events, or a relationship in grade-level texts.
Target of Measurement 4 Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a sequence of events, or a relationship .					
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify significant elements, relationships, and/or topics that are established by text structures (phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, relationships, and/or topics that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
Target of Measurement 5 Students can identify significant elements, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.					

2018 READING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<p>Anchor 1 Students can identify key narrative elements and central ideas in a grade-level text.</p> <p>Target of Measurement 1 Students can identify words, phrases, or sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme in a grade-level text.</p>
<p>Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p> <p>Target of Measurement 2 Students can identify words, phrases, or sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that signal or describe key details, sequence, connections, relationships, and/or conclusions in a grade-level text.</p>
<p>Anchor 3 Students can determine the meaning of vocabulary in a grade-level text.</p> <p>Target of Measurement 3 Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary in a grade-level text.</p>	<p>Student may determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.</p>	<p>Student can determine the literal meaning of some Tier 1 and a few Tier 2 words in a grade-level text.</p>	<p>Student can determine most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words in a grade-level text.</p>	<p>Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.</p>	<p>Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words in a grade-level text.</p>

2018 READING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, evidence, events, or a relationship in grade-level texts.
Target of Measurement 4 Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, evidence, events, or a relationship .					
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify significant elements, connections, relationships, and/or topics that are established by text structures (some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can, with limited support, identify significant elements, connections, relationships, and/or topics that are established by text structures (phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, and/or topics that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
Target of Measurement 5 Students can identify significant elements, connections, relationships, and/or topics that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.					

2018 READING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme in a grade-level text.
Target of Measurement 1					
Anchor 2	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions in a grade-level text.
Target of Measurement 2					
Anchor 3	Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.	Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their impact in a grade-level text.
Target of Measurement 3					

2018 READING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
Target of Measurement 4 Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship .					
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.
Target of Measurement 5 Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.					

2018 READING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.
Target of Measurement 1					
Anchor 2	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.	Student can identify most simple or some expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
Target of Measurement 2					
Anchor 3	Student may determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.	Student can determine the literal meaning of some Tier 1 and a few Tier 2 words and their impact in a grade-level text.	Student can determine most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.	Student can determine most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.	Student can determine most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
Target of Measurement 3					
Target of Measurement 3	Students can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in a grade-level text.				

2018 READING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 4 Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts. Target of Measurement 4 Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can identify most simple or some expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
Anchor 5 Students can determine elements, connections, and topics that are established by text structures in grade-level texts. Target of Measurement 5 Students can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can, with limited support, identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (most simple or some expanded or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.	Student can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures (a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics) in grade-level texts.