Level IV (Exceeds Standards)
Third-grade students performing at Level IV demonstrate a thorough understanding of third-grade textual/informational, functional, and literary/recreational materials. These students consistently use techniques and skills to comprehend a variety of materials. They consistently make accurate predictions, use context clues, identify stated and implied main ideas, identify supporting details, and draw conclusions. These students can retell stories and information in correct sequence, describe characters as they read, and answer literal and inferential questions. Level IV third-grade readers know many compound words and apply advanced phonetic analysis and structural analysis to multiple-syllable words and to words with consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

Level III (Meets Standards)
Third-grade students performing at Level III demonstrate a fundamental understanding of third-grade textual/informational, functional, and literary/recreational materials. To some degree these students use techniques and skills to comprehend a variety of materials. They make accurate predictions, use context clues, identify stated and implied main ideas, identify supporting details, and draw conclusions. These students can often retell stories and information in correct sequence, describe characters as they read, and answer literal and inferential questions. Level III third-grade readers know compound words and apply advanced phonetic analysis and structural analysis to multiple-syllable words and to words with consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

Level II (Partially Meets Standards)
Third-grade students performing at Level II demonstrate a partial understanding of third-grade textual/informational, functional, and literary/recreational materials. These students use some techniques and skills to comprehend reading materials. They sometimes make accurate predictions, use context clues, identify stated and implied main ideas, identify supporting details, and draw conclusions. These students occasionally retell stories and information in correct sequence, describe characters as they read, and answer some literal and inferential questions. Level II third-grade readers know some compound words and apply phonetic analysis and structural analysis to some words with consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

Level I (Does not Meet Standards)
Third-grade students performing at Level I demonstrate little or no ability to use the reading skills and abilities required in Level II.
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**Level IV (Exceeds Standards)**

Fifth-grade readers performing at Level IV consistently demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. These students consistently draw conclusions such as opinions about characters based on their actions and summarize passages. They thoroughly recognize the use or effect of literary elements and devices including setting, character traits, stated purpose, metaphors, and simple symbolism. They recognize personification and gain information from various text formats including charts and tables. They also routinely use text features to gain meaning, summarize passages, and draw conclusions in textual/informational and functional reading materials.

**Level III (Meets Standards)**

Fifth-grade readers performing at Level III demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words. These students draw conclusions such as opinions about characters based on their actions and summarize passages. They recognize the use or effect of literary elements and devices including setting, character traits, stated purpose, metaphors, and simple symbolism. They often recognize personification and gain information from various text formats including charts and tables. They also can use text features to gain meaning, summarize passages, and draw conclusions in textual/informational and functional reading materials.

**Level II (Partially Meets Standards)**

Fifth-grade readers performing at Level II demonstrate limited reading vocabulary knowledge. These students sometimes draw conclusions such as opinions about characters based on their actions and summarize passages. They may recognize the use of literary elements and devices including setting, character traits, and stated purpose. They sometimes gain information from various text formats including charts and tables. They also can use some text features to gain meaning, summarize passages, and draw conclusions in textual/informational and functional reading materials.

**Level I (Does not Meet Standards)**

Fifth-grade students performing at Level I demonstrate little or no ability to use the reading skills and abilities required in Level II.
Level IV (Exceeds Standards)

Seventh-grade students performing at Level IV consistently set purposes for reading and make generalizations to ensure comprehension. They recognize relationships between main idea and supporting details, mood, climax, point of view, imagery, and flashback as they read literary/recreational materials. They routinely distinguish among the characteristics of poetry, short stories, novels, plays, biographies and autobiographies, folktales, myths, parables, fables, and science fiction. When reading textual/informational and functional materials, they make clear connections between main idea and supporting details, and can gain information from graphs.

Level III (Meets Standards)

Seventh-grade students performing at Level III usually set purposes for reading and make generalizations to ensure comprehension. They recognize relationships between main idea and supporting details, mood, climax, point of view, imagery, and flashback as they read recreational/textual materials. They often distinguish among the characteristics of poetry, short stories, novels, plays, biographies and autobiographies, folktales, myths, parables, fables, and science fiction. When reading textual/informational and functional materials, they make connections between main idea and supporting details, and can gain information from graphs.

Level II (Partially Meets Standards)

Seventh-grade students performing at Level II sometimes set purposes for reading and make some generalizations to ensure comprehension. They may recognize relationships between main idea and supporting details. They occasionally identify some characteristics of poetry, short stories, novels, plays, biographies and autobiographies, folktales, myths, parables, fables, and science fiction. When reading textual/informational and functional materials, they make some connections between main idea and supporting details, and sometimes gain information from graphs.

Level I (Does not Meet Standards)

Seventh-grade students performing at Level I demonstrate little or no ability to use the reading skills and abilities required in Level II.