

The following descriptors provide a general overview of students’ reading behaviours at each level. These descriptors are more detailed than, though not essentially different from, the descriptors used on the Student Assessment Reports. These more detailed descriptors are intended to help teachers interpret the meaning of each level. Through classroom observation and assessment teachers can further identify individual strengths and areas of need.

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| Level 1 (below the expectation) |
| <p>The student reading grade-level texts generally:</p> <ul style="list-style-type: none"> • locates explicitly stated details in the text. • connects explicitly stated ideas and details. (For example, students can connect similar information from two places in the text as long as it is clearly stated in both places.) • shows an understanding of stated conclusions in the text. • makes straightforward text-based inferences clearly suggested by the text. (For example, students can recognize that a smiling face indicates happiness.) |
| Level 2 (approaching the expectation) |
| <p>The student reading grade-level texts generally:</p> <ul style="list-style-type: none"> • locates explicitly stated and implicit details in the text. • connects details to determine main ideas and/or draw conclusions. • uses straightforward text features like headings, pictures, and different kinds of print to gain meaning. • interprets some abstract/figurative language from the text. (For example, students can understand that a person who feels “blue” is sad.) • develops text-based inferences about details and/or purposes. (For example, students can determine a main character’s feelings from her actions.) |
| Level 3 (at the expectation) |
| <p>The student reading grade-level texts generally:</p> <ul style="list-style-type: none"> • interprets and combines information from within and across the text. • compares and evaluates parts of the text and/or ideas across the text to draw conclusions. • uses elements of style and a variety of text features to gain meaning. • interprets abstract/figurative language from within and across the text. • uses text-based inferences to indicate understanding of relationships among details and/or purposes. (For example, students can determine a character’s motives or the author’s message.) |
| Level 4 (above the expectation) |
| <p>The student reading grade-level texts generally:</p> <ul style="list-style-type: none"> • interprets and combines complex information from within and across a text. • makes complex connections between (synthesizes) several explicit and implicit elements of text to draw conclusions. • interprets and analyzes the relationships among complex elements of text and is able to evaluate the text based on that interpretation and analysis. • interprets complex abstract/figurative language from within and across the text. • uses subtle text-based inferences to indicate understanding of complex relationships among details and/or purposes. (For example, students can infer consequences of a character’s actions or the relationship between events.) |