## Reporting Categories

### Needs Support

**Students read informational and literary texts to determine central ideas and themes and accurately summarize information. They read closely to understand relationships and to draw logical inferences and conclusions.**

- **Key Ideas and Details**
  - A student performing at the Needs Support level:  
    - is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies and connects explicitly stated central ideas. 
      - summaries texts. 
      - identifies and connects easily stated central ideas. 
      - summarizes texts. 
      - identifies how key ideas develop across the text. 
      - identifies explicit textual details. 
      - identifies characterization. 
      - connects ideas, events, and individuals to make logical inferences. 

- **Craft and Structure**
  - A student performing at the Needs Support level:  
    - is working toward being able to read to understand a clear purpose and an organizational structure, a variety of sentence structures, some uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

- **Integration of Knowledge and Ideas**
  - A student performing at the Needs Support level:  
    - is working toward being able to read to understand a clear purpose and organizational structure, a variety of sentence structures, some uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies an author’s implicit or explicit claims in texts. 
      - identifies how fact and opinion function in texts. 
      - compares and contrasts the common theme of two texts. 
      - cites textual evidence to support claims.

### Close

**Students read a range of informational and literary texts.**

- **Key Ideas and Details**
  - A student performing at the Close level:  
    - reads to understand a clear purpose and organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies and connects explicitly stated central ideas. 
      - summarizes texts. 
      - identifies how key ideas develop across a text. 
      - identifies explicit textual details. 
      - identifies characterization. 
      - connects ideas, events, and individuals to make logical inferences. 

- **Craft and Structure**
  - A student performing at the Close level:  
    - reads to understand a clear purpose and an organizational structure, a variety of sentence structures, uncommon words and phrases, simple literary devices, and basic insights into characters, people, situations, and events in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

- **Integration of Knowledge and Ideas**
  - A student performing at the Close level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies explicit and implicit central ideas developed across a text. 
      - makes logical inferences. 
      - explains how key ideas develop across a text. 
      - analyzes textual details to support analysis. 
      - draws conclusions about characterization. 
      - analyzes ideas, events, and characters to make logical inferences.

### Ready

**Students read a range of informational and literary texts, both at and above grade levels.**

- **Key Ideas and Details**
  - A student performing at the Ready level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies explicit and implicit central ideas developed across a text. 
      - makes logical inferences. 
      - explains how key ideas develop across a text. 
      - analyzes textual details to support analysis. 
      - draws conclusions about characterization. 
      - analyzes ideas, events, and characters to make logical inferences. 

- **Craft and Structure**
  - A student performing at the Ready level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

- **Integration of Knowledge and Ideas**
  - A student performing at the Ready level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies explicit and implicit central ideas developed across a text. 
      - makes logical inferences. 
      - explains how key ideas develop across a text. 
      - analyzes textual details to support analysis. 
      - draws conclusions about characterization. 
      - analyzes ideas, events, and characters to make logical inferences.

### Exceeding

**Students read a variety of informational and literary texts, both at and above grade levels.**

- **Key Ideas and Details**
  - A student performing at the Exceeding level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

- **Craft and Structure**
  - A student performing at the Exceeding level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

- **Integration of Knowledge and Ideas**
  - A student performing at the Exceeding level:  
    - reads to understand a clear purpose, a variety of sentence structures, uncommon words and phrases, abstract ideas and concepts, more complex literary devices such as symbolism or irony, and experiences and perspectives that may differ from his or her own in literary and informational texts. 
    - To demonstrate comprehension of these elements, a student performing at this level:  
      - identifies how the structure of a text contributes to meaning. 
      - identifies the main purpose of a word, phrase, or sentence from context. 
      - connects claims to author’s purpose. 
      - identifies how specific word choices shape the meaning and tone of a text. 
      - identifies details that support inferences. 
      - identifies how parts of a text contribute to the development of a topic or character. 
      - identifies how content forms a perspective.

---

*Students read and analyze primarily Somewhat Challenging texts.*

---

© 2016 by ACT, Inc. All rights reserved. Confidential and secure. Not for redistribution.