

Reading Comprehension EOG Achievement Level Descriptors—Grade 6

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I demonstrate a minimal understanding of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade six. Students possess some knowledge of a variety of sixth-grade-level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may identify main idea, make basic predictions, and locate information that is directly stated in the text. Students are extending vocabulary knowledge.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level.

Students performing at Level II demonstrate a limited understanding and are beginning to apply the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade six. Students comprehend a variety of sixth-grade texts, such as fiction, literary and informational nonfiction, poetry, and drama, at the literal level. Students identify main idea, make simple inferences, draw conclusions, and make predictions. Students are beginning to determine author's purpose and use information from text for comprehension. Students compare, contrast, and make limited connections to text. They have some understanding of literary elements.

Achievement Level III

Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level.

Students performing at Level III demonstrate a proficient application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade six. Students comprehend a variety of sixth-grade texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, analyze, integrate, evaluate, draw conclusions, determine author's purpose, and examine underlying assumptions. Students make connections within and between texts. They also analyze the effects of literary devices and author's craft.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

Students performing at Level IV demonstrate a highly proficient application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade six. Students thoroughly comprehend a variety of sixth-grade-level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students use analytical, integrative, and evaluative skills in examining texts to make connections and to evaluate the effects of literary devices and author's craft.

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Reading Comprehension EOG Achievement Level Descriptors—Grade 7

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I demonstrate minimal reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade seven. With support, these students show minimal understanding of grade-level text features and organizational structures; are able to determine main idea of basic texts; can locate apparent details; and can identify characters, setting, and basic literary elements. Students demonstrate limited vocabulary, decoding, and fluency, which restrict independent reading comprehension.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level.

Students performing at Level II demonstrate a limited understanding and are beginning to apply the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade seven. Students at this level apply appropriate reading strategies, such as making connections within text to show evidence of literal understanding of grade-level material. They identify vocabulary using context clues or prompts. Students identify main idea, supporting details, literary elements/devices, and author's purpose, and draw limited inferences and conclusions. They compare and contrast information using prior knowledge.

Achievement Level III

Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level.

Students performing at Level III demonstrate grade-level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade seven. Students at this level apply knowledge of language structure to demonstrate comprehension and vocabulary proficiency. They distinguish between implied main idea and details to determine the importance of information. Students analyze the effect of figurative language, author's craft, and literary elements in a variety of texts. They infer, synthesize, draw conclusions, determine author's purpose, summarize, and make connections to related topics. They recognize and respond to argumentative organizational structure. In informational texts, students recognize bias and propaganda as well as compare and contrast related concepts and ideas.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

Students performing at Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade seven. Students utilize knowledge of language structure within the text as well as generate new meaning based on text. They demonstrate highly proficient application in evaluating argument, author's purpose, craft, stance, bias, hidden message, and propaganda. They summarize and synthesize information from multiple sources. These students compare and contrast concepts and ideas and draw conclusions from reading text with regard to global implications.

Reading Comprehension EOG Achievement Level Descriptors—Grade 8

Achievement Level I

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Level I demonstrate limited decoding and fluency, which restricts independent reading comprehension as described in the North Carolina *Standard Course of Study* at grade eight.

Achievement Level II

Students performing at this level demonstrate inconsistent mastery of knowledge and skills that are fundamental in this subject area and that are minimally sufficient to be successful at the next grade level.

Students performing at Level II demonstrate a limited understanding and are beginning to apply the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade eight. Students make general predictions, summarize information, generate literal and inferential questions and ideas, cite sources used, identify problems and solutions, and determine the accuracy of information. They have difficulty refining understanding and use of argument and possess a limited understanding of author's purpose. They recognize literary elements and genres and have a limited use of context clues to identify and define unknown words. Students recognize some figurative language, dialogue, flashback, allusion, irony, and symbolism.

Achievement Level III

Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level.

Students performing at Level III demonstrate mastery of reading comprehension outlined in the North Carolina *Standard Course of Study* at grade eight. Students make inferences and predictions, summarize information, generate questions and ideas, cite sources used, evaluate problems and solutions, and determine importance and accuracy of information. These students evaluate the effect of bias and emotional factors and identify effectiveness of tone, style, and use of language. They accurately evaluate print and nonprint materials. Students interpret literary elements, genres, figurative language, dialogue, flashback, allusion, irony, and symbolism. They use context clues to identify and define unknown words and compare and contrast related concepts.

Achievement Level IV

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

Students performing at Level IV demonstrate a highly proficient application of reading comprehension skills required in the North Carolina *Standard Course of Study* at grade eight. Students make inferences and predictions, summarize information, generate questions and ideas, cite sources used, evaluate problems and solutions, and determine importance of accuracy of information. These students evaluate the impact of bias and emotional factors and identify effectiveness of tone, style, and use of language. Students interpret literary elements, genres, figurative language, dialogue, flashback, allusion, irony, and symbolism. They use context clues to identify and define unknown words.

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