

## **Achievement Level Descriptors**

### **Reading Comprehension Pretest—Grade 3**

#### **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 typically show minimal knowledge of phonics and structural analysis required in the North Carolina *Standard Course of Study* at grade two. Students can recall basic facts and details from the text using limited sight word vocabulary and picture cues. Students can distinguish between fantasy and reality in simple text.

#### **Achievement Level II**

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

Students performing at Level II demonstrate a minimal use of decoding and comprehension strategies when reading familiar text as required in the North Carolina *Standard Course of Study* at grade two. Students can identify sequence, character, and setting and can make predictions. They demonstrate literal comprehension of text by answering basic who, what, where, and when questions.

#### **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 two. Students are able to use text structure to identify fiction, nonfiction, poetry and drama; and make explicit connections between texts and text to self. They can identify main idea, facts, details, and key vocabulary; and use phonics and structural analysis to decode and self-monitor. Students can recognize and use literary, informational, or practical text to answer how, why, and what if questions and can distinguish fact from opinion.

#### **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 the use of multiple strategies to read a variety of texts as required in the North Carolina *Standard Course of Study* at grade two. They use texts for multiple purposes and independently interact with text to connect, compare, analyze, draw conclusions, summarize, and discuss. Students can read expository materials for specific answers, recognize and comprehend figurative language, and analyze the effectiveness of author's choice of words. They can also interpret information from diagrams, charts, and maps and discuss different types of genres.

## **Achievement Level Descriptors Mathematics Pretest—Grade 3**

### **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 show minimal understanding and computational accuracy. The students often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

Upon entering third grade, students performing at a Level I are seldom able to read, write, estimate, model, and compute using whole numbers through 999. They rarely represent and compare fractions. Students seldom recognize and use metric and customary measurement (e.g., length, temperature, time). Students infrequently identify symmetrical and congruent figures. Students lack understanding of data using Venn diagrams and pictographs. They are seldom successful when describing the results and making predictions from simple probability experiments. Level I students rarely identify and describe patterns. They seldom write accurate addition and subtraction number sentences with symbols representing unknown quantities.

### **Achievement Level II**

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

Students performing at Level II typically show some evidence of understanding and computational accuracy. The students sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

Upon entering third grade, students performing at a Level II show limited proficiency when they read, write, estimate, model, and compute using whole numbers through 999. They inconsistently represent and compare fractions. Students occasionally recognize and use metric and customary measurement (e.g., length, temperature, time). At times, students identify symmetrical and congruent figures. They occasionally show understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, describe the results and make predictions with some accuracy. Level II students sometimes identify and describe patterns. They write, with limited success, addition and subtraction number sentences with symbols representing unknown quantities.

### **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 generally show understanding, compute accurately. The students respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

Upon entering third grade, students performing at Level III frequently read, write, estimate, model, and compute correctly with whole numbers through 999. They generally represent and compare fractions correctly. Students often recognize and use metric and customary measurement (e.g., length, temperature, time). Students regularly identify symmetrical and congruent figures. They show an understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, describe the results and make predictions. Level III students identify and describe patterns. They write addition and subtraction number sentences with symbols representing unknown quantities.

### **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 commonly show a high level of understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

Upon entering third grade, students performing at Level IV demonstrate flexibility as they read, write, estimate, model, and compute using whole numbers through 999. They accurately represent and compare fractions and also combine fractions to describe parts of a whole. Students recognize, use and apply metric and customary measurement (e.g., length, temperature, time). Students consistently identify symmetrical and congruent figures. They show an advanced understanding of data using Venn diagrams and pictographs. They conduct simple probability experiments, accurately describe the results and make predictions. Level IV students identify, describe and extend patterns. They write and apply addition and subtraction number sentences with symbols representing unknown quantities.

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