

# Washington Comprehensive Assessment Program

---

## Performance Level Descriptors

Performance Level Descriptors give teachers, parents/guardians and students more information about a student's strengths and areas for improvement after taking our state assessments. Performance Level Descriptors are broken down by grade and by the score levels students can earn: Basic (Level 2), Proficient (Level 3) and Advanced (Level 4). There are no descriptors for Below Basic (Level 1).



# Reading Performance Level Descriptors

## Grade 3

### *Basic Reading Behavioral Characteristics*

- Students perform below grade level.
- Students struggle with decoding, fluency, and comprehension.
- Students' reading time is spent focusing on the act of decoding, leading to a significant drop in comprehension.
- Students require explicit directions and frequent prompting for meaningful interaction with the text.
- Students are easily distracted and need redirection from the teacher.
- Students are inconsistent when applying strategies to assist in the reading process.
- Students are often seen as reluctant readers as they lack confidence and may quickly reach frustration level.

### *Basic Reading Skill Characteristics*

- Students struggle to comprehend and analyze both literary and informational text.
- Students have difficulty identifying a theme while using supporting details.
- Students often summarize simply by retelling.
- Students are able to make predictions, but finding evidence from the text proves to be difficult.
- Students will use context clues approximately 50% of the time when attacking vocabulary.
- Students are capable of sequencing by identifying steps and processes, however often times the details are out of order.
- Students may also identify a problem associated with the text, but they have difficulty finding solutions.
- Students will generally provide only surface comparisons when comparing and contrasting.
- Students have trouble locating evidence to support facts or opinions.
- Students struggle to move beyond the literal level when extending information beyond the text.

# Reading Performance Level Descriptors

## Grade 3

### ***Proficient Reading Level Behavioral Characteristics***

- Students perform at grade level.
- Students are able to make the move from decoding to reading with fluency for greater comprehension.
- Students will employ various reading strategies while interacting with both informational and literary text.
- Students are able to read and follow directions with consistency and understand the common language of assessment and literacy.
- Students will ask questions and make the connection between their personal background information and the text at hand.
- Students are often confident and read for both information and pleasure.

### ***Proficient Reading Skill Characteristics***

- Students are able to comprehend and analyze both literary and informational text written on a third grade level.
- Students identify themes and cite supporting details.
- Students consistently summarize a selection by providing details from the beginning, middle, and end of the passage; however they may struggle with expressing the summary in their own words.
- Students are capable of making predictions and providing information to support their answers.
- Students readily use context clues to interpret vocabulary and are able to sequence three or more items.
- Students easily identify literary elements such as character, setting, and basic plot.
- Students target problems and provide solutions.
- Students often use titles, headings, tables of content, and captions to comprehend text. Students compare and contrast within and between texts using scaffolding.
- Students require scaffolding to identify cause/effect and author's purpose.
- Students readily distinguish between fact and opinion and provide supporting text-based details.
- Students are able to extend information beyond the text and make generalizations.

# Reading Performance Level Descriptors

## Grade 3

### ***Advanced Reading Level Behavioral Characteristics***

- Students perform above grade level.
- Students read with a high level of fluency and are able to comprehend more complex material across a wide variety of genres.
- Students easily employ several reading strategies while interacting with both informational and literary text.
- Students are able to independently attack difficult material and they display perseverance when working with unfamiliar selections.
- Students read for a variety of purposes.
- Students understand and use the common language of assessment and literacy.
- Students are inquisitive and intuitively make the connection between their personal background information and the text at hand.
- Students are highly motivated and self-directed.

### ***Advanced Reading Skill Characteristics***

- Students are able to comprehend and analyze both literary and informational text written above a third grade level.
- Students identify themes and cite several supporting details.
- Students provide a more fluid, higher level summarization while discriminating between significant and insignificant details.
- Students regularly make inferences and provide text-based evidence to support their answers.
- Students interpret vocabulary with ease and are able to provide multiple meanings and synonyms.
- Students accurately accomplish sequencing with longer and more detailed texts.
- Students analyze literary elements such as character, setting, and plot and thinking is supported across several genres.
- Students understand and apply information from text features.
- Students accomplish comparing/contrasting and cause/effect within and between texts without the use of scaffolding.
- Students identify author's purpose with relevant text support.
- Students are able to extend and apply information beyond the text and make generalizations.