

Personalized Alternate Assessment Portfolio (PAAP) Achievement Level Definitions for Reading ~ High School

Reading achievement level definitions describe the *quality* of a student's responses on state-level alternate assessments in *relation* to the alternate reading standards. These definitions serve as the *foundation* for achievement level definitions for the alternate grade level expectations in reading.

Skills associated with these achievement level definitions may include some of the following:

- using phonemic awareness skills
- using context clues, dictionary, glossary and/or thesaurus to determine meaning of words
- using word parts or phonics to decode
- reading aloud sight words
- identifying synonyms, antonyms and/or categorizing words
- using explicitly stated information from the text to answer questions
- recognizing a central idea from text when presented with pictures
- identifying or describing characters, setting, problems, solutions and/or events
- identifying author's basic message and/or purpose
- identifying narrator
- paraphrasing, summarizing, and/or comparing/contrasting
- making logical predictions
- making inferences
- recognizing a central idea from text when presented with pictures
- obtaining information from the table of contents or glossary
- connecting information within a text
- synthesizing information

Appropriate performance at high school level is clarified by the level of complexity within the standard.

Proficient with Distinction

The student's performance demonstrates the skillful ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also demonstrates the consistent ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Proficient

The student's performance demonstrates the ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also generally demonstrates the ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Partially Proficient

The student's performance demonstrates the inconsistent ability to identify and decode unfamiliar vocabulary and/or demonstrate understanding of word meaning. The work also demonstrates the incomplete or inconsistent ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.

Substantially Below Proficient

The student's performance demonstrates the limited ability to identify and decode unfamiliar vocabulary and/or demonstrates incorrect understanding of word meaning. The work also demonstrates minimal or limited ability to read, comprehend, and interpret literary OR informational texts appropriate to the student's instructional level.