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# GLOBAL PROFICIENCY FRAMEWORK FOR READING

Grades 1 to 9

DECEMBER 2020



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## **ACKNOWLEDGMENTS**

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The GPF for Reading defines important reading-related knowledge and skills learners should develop in primary and lower secondary school. It also describes the minimum proficiency levels learners are expected to demonstrate, with respect to the defined knowledge and skills, at each grade level, from grades one to nine.

This important resource would not have been developed without the immense contributions of all participants and stakeholders. Without their time and dedication, this framework would not exist.

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## **ACRONYMS**

<b>ACER</b>	Australian Council for Educational Research
<b>DFAT</b>	Australian Department of Foreign Affairs and Trade
<b>DFID</b>	U.K. Department for International Development
<b>GAML</b>	Global Alliance for Monitoring Learning
<b>GCFRR</b>	Global Content Framework of Reference for Reading
<b>GPD</b>	Global Proficiency Descriptor
<b>GPE</b>	Global Partnership for Education
<b>GPF</b>	Global Proficiency Framework
<b>GPL</b>	Global Minimum Proficiency Level
<b>IBE</b>	International Bureau of Education (UNESCO)
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PISA</b>	Programme for International Student Assessment
<b>PLM</b>	Policy Linking Method to set global benchmarks
<b>PLT</b>	Policy Linking Toolkit to set global benchmarks
<b>SDG</b>	Sustainable Development Goal
<b>UIS</b>	UNESCO Institute for Statistics
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>USAID</b>	U.S. Agency for International Development

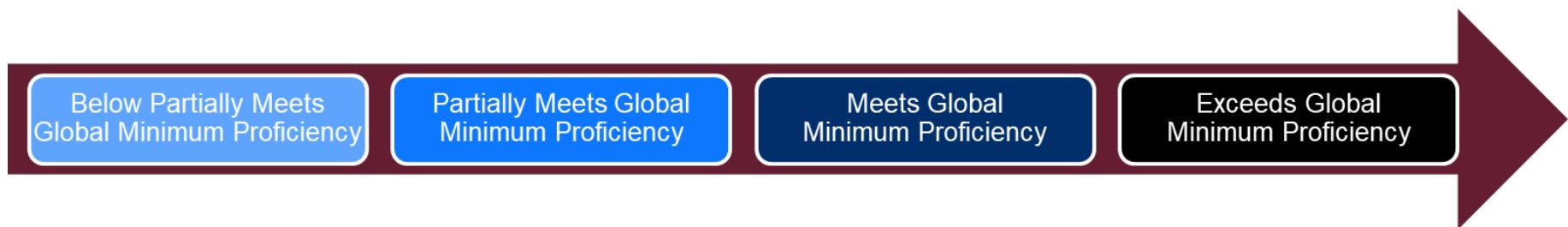
## OVERVIEW OF THE DEVELOPMENT PROCESS

The Global Proficiency Framework for Reading (also referred to as the GPF or the framework) defines the *global minimum proficiency levels* that learners are expected to demonstrate at the end of each grade level, from grades one to nine. The GPF was developed by reading educators, curriculum experts, and psychometricians with extensive experience developing and implementing reading programs in a wide range of countries and contexts. Their names and affiliations are listed in the contributors section of this document.

The development process was an extensive one. It began in October 2018 with the development of the Global Content Framework of Reference for Reading (GCFRR) by the UNESCO International Bureau for Education (IBE). The GCFRR synthesizes content and assessment framework information from more than 50 countries from around the globe, providing a picture of the common expectations countries have for learners' performance in reading.

In April and June 2019, reading educators, curriculum specialists, and psychometricians from around the world met in Washington, D.C. to outline a research-based progression of the minimum knowledge and skills learners in grade two (or primary two) to grade six (or primary six) should be able to demonstrate with respect to the key domains of reading, based on the GCFRR and other national and regional curriculum and assessment frameworks developed for reading. The draft framework outlined learners' performance in four proficiency levels as shown in **Figure 1** below: *Below Partially Meets Global Minimum Proficiency*, *Partially Meets Global Minimum Proficiency*, *Meets Global Minimum Proficiency*, and *Exceeds Global Minimum Proficiency*, for each skill or knowledge item retained.

**Figure 1: Global Proficiency Levels (GPLs)**



The draft framework was field tested in at least nine countries, including Bangladesh, Djibouti, the Gambia, Ghana, India, Madagascar, Malawi, Nigeria, and Senegal during the 2019–2020 academic year. Beginning in May of 2020, the lessons learned from those field tests informed the organization of a second round of consultations with reading educators, curriculum experts, and psychometricians from the global community, many of whom had participated in the first round. During online deliberations between May and August 2020, experts revised the initial GPF and added grades one (primary one), seven, eight, and nine. The result is a GPF that covers the entire nine years of basic education.

The GPF is the product of extended discussions and rich, lively debates over an eighteen-month period. This ongoing exchange of expertise has resulted in a comprehensive, evidence-based evaluation framework for reading that represents the consensus of the global community about what learners should know and be able to do when it comes to reading.

The GPF is also the product of extensive collaboration between donor agencies and assessment organizations committed to developing and implementing common methods for measuring and reporting on progress on Sustainable Development Goal (SDG) 4, including the UNESCO Institute for Statistics (UIS), the U.S. Agency for International Development (USAID), the Foreign, Commonwealth and Development Office (FCDO) (formerly the U.K. Department for

International Development [DFID]), the World Bank Group, the Global Partnership for Education (GPE), the Australian Department of Foreign Affairs and Trade (DFAT), the Australian Council for Educational Research (ACER), and the Bill & Melinda Gates Foundation. These organizations provided critical technical and financial support for the GPF's development and field testing. UIS, as “the official source of cross-nationally comparable data on education” for the SDGs (Education 2030 Framework for Action, 2015), is the lead organization for this collaborative effort, including through its role in organizing the Global Alliance to Monitor Learning (GAML).

## PURPOSE OF THE FRAMEWORK

The overarching purpose of the GPF is to provide countries and regional/international assessment organizations with a common reference or scale for reporting progress on indicator 4.I.I of the SDGs, in the form of a common definition of the minimum knowledge and skills learners must demonstrate at key points along their learning trajectory. This indicator commits signatories to tracking the:

Proportion of children and young people: (a) in grades 2/3, (b) at the end of primary, and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

The GPF allows the results of different national, regional, or international assessments to be interpreted against a common reference or scale. When countries or jurisdictions link their assessments to the GPF through a process called policy linking, which is outlined in the Policy Linking Toolkit,<sup>1</sup> they are able to set benchmarks for their assessments that allow them to determine the percentage of learners that have partially met, met, or exceeded Global Minimum Proficiency for reporting against SDG 4.I.I. This linking of existing and future reading assessments via a common scale (the GPF) allows for the comparison of results from different assessments, within and across countries; aggregation of country and global reading outcomes; and outcome tracking over time.

Although the framework's main purpose is to provide a common reference or scale for global reporting and interpretation of the results of national, regional, and international reading assessments, the framework has proven to be a valuable tool for countries and organizations interested in developing new assessments to measure progress against common, global standards, or in critically examining the extent to which existing curricula are developing skills identified by the international community as critical to supporting learning over time. The GPF also offers countries a lens for examining alignment between their standards, curricula, assessments, teacher training programs, instructional materials, and classroom practices and the minimal learner expectations in the GPF. The use of the GPF for these additional purposes has resulted in deep reflections on the quality of teaching and learning and on the nature of robust assessments.

Finally, many of the partner organizations supporting this initiative, including USAID, have adjusted their evaluation indicators to align with those of the Sustainable Development Goals, and, in particular, SDG 4.I.I. The GPF provides these organizations with a valuable tool for monitoring progress over time.

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<sup>1</sup> The Policy Linking Toolkit walks countries and assessment organizations through a step-by-step process for establishing internationally aligned benchmarks or standards for their own assessments. The process uses an internationally recognized methodology called the Modified Angoff.

## USING THE FRAMEWORK

The GPF contains five tables:

- **Table 1** outlines the four Global Proficiency Levels (GPLs) and provides brief, general definitions of each of the four levels, as defined by the team of experts (see **Figure 1** above for a depiction of the levels). The four levels apply to all targeted grade levels and to both reading and mathematics (the latter of which is detailed under the Global Proficiency Framework for Mathematics). The Meets Global Minimum Proficiency level describes the knowledge and skills of learners who have met minimum expectations for SDG Indicator 4.1.1, and for USAID reporting requirements. Although SDG reporting only requires countries to report on the percentage of learners who have met or exceeded this minimum level, the GPF describes the performance of learners at three other levels: Exceeds Global Minimum Proficiency, Partially Meets Global Minimum Proficiency, and Below Partially Meets Global Minimum Proficiency. The GPF team established these additional proficiency levels to help countries and assessment organizations build a more nuanced picture of country progress toward all learners meeting, or exceeding, global minimum proficiency. The framework does not, however, include performance descriptors for the Below Partially Meets Global Minimum Proficiency level. Rather, the performance of learners at this level is below benchmarks set for learners in the Partially Meets Global Minimum Proficiency level.
- **Table 2** provides an overview of the Reading GPF. It outlines the different domains retained and the specific constructs and subconstructs addressed in each domain as well as the grade levels at which they are addressed. The red shading in this table is by domain.
- **Table 3** provides a second, more detailed overview of the GPF. For each domain, it lists construct, subconstruct, and key knowledge and/or skills addressed by grade level.<sup>2</sup> This table allows curriculum and evaluation specialists to quickly identify the items on a given assessment that evaluate the knowledge and skills addressed in the GPF. The resulting analysis provides an indication of the degree of alignment between an assessment and the knowledge and skills in the GPF. This process of alignment is the first task, Task 1, in the policy linking process, described in detail in the Policy Linking Toolkit. The red shading in this table is by subconstruct.
- **Table 4** summarizes a description of what Meets Global Minimum Proficiency-level learners can do for each knowledge and skill, and at each grade level (this is called a global proficiency descriptor [GPD]). It provides an overview of the progression of knowledge and skills as learners move up the grade levels. The table is particularly useful for governments or assessment organizations interested in establishing a single benchmark for an assessment, namely, the minimum score required to meet global minimum proficiency requirements. The red shading in this table is by related sets of GPDs.
- **Table 5** contains the full GPF, with the GPDs (also called performance standards) for all four proficiency levels, by grade level for every knowledge and skill. This table is particularly useful for governments or assessment organizations interested in establishing multiple benchmarks, corresponding to the lowest performance in each GPL, to provide a more nuanced picture of the percentage of learners in each category. Table 5 also includes, for some grade levels, illustrative examples of the types of texts learners at each grade level should be able to read, and the types of questions they should be able to answer. The examples are included to clarify the descriptions of the type of reading questions or activities learners should be able to complete.

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<sup>2</sup> Knowledge or skills are sometimes referred to as content standards in countries. However, the authors have deliberately not used this term, as it is expected that countries will have their own national content standards, which may not align directly with this framework. Nonetheless, countries that do not have national content standards or that may wish to revise their standards to better align with global expectations and developmental progressions might use the knowledge or skills presented in this table to guide their discussions and planning. It is also critical to note that well-functioning education systems have content and performance standards that align with one another as well as their curricula, teacher training, materials, classroom instruction, and assessments.

**Glossary**—A glossary of key terms follows the tables.

**Description of text complexity**—Finally, the appendices to the GPF include specifications as to the nature (e.g., length, level of difficulty, and content) of the texts learners at each grade level are expected to be able to comprehend when read to (see **Appendix A**) and read themselves (see **Appendix B**), as well as the types of reading assessment items they are expected to be able to answer (see **Appendix A** for items for the Comprehension of Spoken or Signed Language Domain and **Appendix C** for items for the Reading Comprehension Domain). These are important, as many of the performance descriptors include references to grade-level texts, yet, countries define grade-level texts in vastly different ways. Thus, in an effort to create comparability of outcomes across countries, the framework authors have provided a base description of the types of texts that qualify as “grade-level” texts for each grade, taking into account the varying levels of complexity with regards to assessment language. Some of the texts cited were developed for use in assessments led by ACER. Others were developed for recent iterations of the Organisation for Economic Co-operation and Development (OECD)-led Programme for International Student Assessment (PISA)<sup>3</sup>. The authors acknowledge the contribution of both ACER and PISA to the finalization of the GPF.

**Document key**—The tables in the document contain the following color codes:

- Black text designates the main content of a domain, construct, subconstruct, knowledge, or skill, or GPD.
- Red, italicized text indicates an example provided to help clarify the GPD.

**TABLE 1: DEFINITIONS OF THE GLOBAL MINIMUM PROFICIENCY LEVELS**

Global Minimum Proficiency Level	Definition
Below Partially Meets Global Minimum Proficiency	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.
Partially Meets Global Minimum Proficiency	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.
Meets Global Minimum Proficiency	Learners have developed sufficient knowledge and skills. As a result, they can successfully complete the most basic grade-level tasks.
Exceeds Global Minimum Proficiency	Learners have developed superior knowledge and skills. As a result, they can complete complex grade-level tasks.

<sup>3</sup> See OECD (2010), PISA 2009 Results: What learners Know and Can Do: Student Performance in Reading, Mathematics and Science (Volume I), PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264091450-en>.

## **TABLE 2: STRUCTURE OF THE GPF**

An “x” means there are global proficiency descriptors (GPDs) for the grade in question. If there is no “x,” that means there are no GPDs for that grade level. Learners have either developed the knowledge and skills for these subconstructs at earlier grade levels, or they are not yet ready to demonstrate this knowledge or skill.

Domain	Construct	Subconstruct	Grade								
			1	2	3	4	5	6	7	8	9
<b>C</b> Comprehension of spoken or signed language	<b>C1</b> Retrieve information at word level	<b>C1.1</b> Comprehend spoken and signed language at the word or phrase level	x	x							
		<b>C1.2</b> Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner	x	x							
	<b>C2</b> Retrieve information at sentence or text level	<b>C2.1</b> Retrieve <u>explicit information</u> in a short <u>grade-level continuous text</u> read to or signed for the learner	x	x	x						
	<b>C3</b> Interpret information at sentence or text level	<b>C3.1</b> Interpret information in a short <u>grade-level continuous text</u> read to or signed for the learner		x	x						
<b>D</b> Decoding	<b>D1</b> Precision	<b>D1.1</b> Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences	x	x	x	x	x	x	x	x	x
		<b>D1.2</b> Decode isolated words	x	x	x	x	x	x	x	x	x
	<b>D2</b> Fluency	<b>D2.1</b> Say or sign a <u>grade-level continuous text</u> at pace and with accuracy		x	x	x	x	x	x	x	x
<b>R</b> Reading comprehension	<b>R1</b> Retrieve information	<b>R1.1</b> Recognize the meaning of <u>common grade-level words</u>	x	x	x	x	x	x	x	x	x
		<b>R1.2</b> Retrieve explicit information in a grade-level text by direct- or close-word matching		x	x	x	x	x	x	x	x
		<b>R1.3</b> Retrieve explicit information in a grade-level text by synonymous word matching			x	x	x	x	x	x	x
	<b>R2</b> Interpret information	<b>R2.1</b> Identify the meaning of unknown words and expressions in a grade-level text			x	x	x	x	x	x	x
		<b>R2.2</b> Make inferences in a grade-level text			x	x	x	x	x	x	x
		<b>R2.3</b> Identify the main and secondary ideas in a <u>grade-level text</u>			x	x	x	x	x	x	x
	<b>R3</b> Reflect on information	<b>R3.1</b> Identify the <u>purpose</u> and audience of a text				x	x	x	x	x	x
		<b>R3.2</b> Evaluate a text with justification				x	x	x	x	x	x
		<b>R3.3</b> Evaluate the status of claims made in a text					x	x	x	x	x
		<b>R3.4</b> Evaluate the effectiveness of a text							x	x	x

## **TABLE 3: KEY KNOWLEDGE AND SKILLS, BY GRADE LEVEL**

## DOMAIN: C—COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE

Construct	Subconstruct	Knowledge or Skill	Grade								
			1	2	3	4	5	6	7	8	9
<b>C1</b> Retrieve information at word level	<b>C1.1</b> Comprehend spoken and signed language at the word or phrase level	C1.1.1 - Understand the meaning of <u>grade-level spoken or signed words</u>	x	x							
	<b>C1.2</b> Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner	C1.1.2 - Follow spoken or signed instructions	x	x							
<b>C2</b> Retrieve information at sentence or text level	<b>C2.1</b> Retrieve <u>explicit information</u> in a short <u>grade-level continuous text</u> read to or signed for the learner	C2.1.1 - Identify the meaning of <u>common words in grade-level continuous texts</u> read to or signed for the learner	x	x	x						
<b>C3</b> Interpret information at sentence or text level	<b>C3.1</b> Interpret information in a short <u>grade-level continuous text</u> read to or signed for the learner	C3.1.1 - Make simple <u>inferences</u> based on <u>explicit information</u> in <u>grade-level continuous texts</u> read to or signed for the learner		x	x						
		C3.1.2 - Infer the meaning of words in <u>grade-level continuous texts</u> read to or signed for the learner			x						
		C3.1.3 - Associate noun and pronoun references in <u>grade-level continuous texts</u> read to or signed for the learner			x						
		C3.1.4 - Demonstrate a broad understanding of <u>grade-level continuous texts</u> read to or signed for the learner			x						

## DOMAIN: D—DECODING

Construct	Subconstruct	Knowledge or Skill	Grade								
			1	2	3	4	5	6	7	8	9
<b>D1</b> Precision	<b>D1.1</b> Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences	D1.1.1 - Sound out or sign grade-level symbols, if the curriculum introduces new symbols at this grade-level	x	x	x	x	x	x	x	x	x
	<b>D1.2</b> Decode isolated words	D1.2.1 - Say or sign <u>common</u> , isolated <u>grade-level words</u>	x	x	x	x	x	x	x	x	x
<b>D2</b> Fluency	<b>D2.1</b> Say or sign a <u>grade-level continuous text</u> at pace and with accuracy	D2.1.1 - Accurately say or sign a <u>grade-level continuous text</u>		x							
		D2.1.2 - Say or sign fluently a <u>grade-level continuous text</u>			x	x	x	x	x	x	x

**DOMAIN: R—READING COMPREHENSION**

Construct	Subconstruct	Knowledge or Skill	Grade									
			1	2	3	4	5	6	7	8	9	
<b>R1</b> Retrieve information	<b>R1.1</b> Recognize the meaning of common grade-level words	R1.1.1 - Recognize the meaning of <u>common grade-level words</u>	x	x	x	x	x	x	x	x	x	
		R1.2.1 - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level text</u> by <u>direct- or close-word matching</u>		x	x	x						
		R1.2.2 - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level continuous text</u> by <u>direct- or close-word matching</u>					x	x	x	x	x	
	<b>R1.2</b> Retrieve explicit information in a grade-level text by direct- or close-word matching	R1.2.3 - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level non-continuous text</u> (tables, diagrams, graphs) by <u>direct- or close-word matching</u>				x	x	x	x	x	x	
		R1.3.1 - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level text</u> by <u>synonymous word matching</u>			x	x						
		R1.3.2 - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level continuous text</u> by <u>synonymous word matching</u>				x	x	x	x	x	x	
	<b>R1.3</b> Retrieve <u>explicit information</u> in a <u>grade-level text</u> by synonymous matching	R1.3.3. - Retrieve a single piece of <u>explicit information</u> from a <u>grade-level non-continuous text</u> (e.g., <i>simple diagrams and tables</i> ) by <u>synonymous word matching</u>				x	x	x	x	x	x	
<b>R2</b> Interpret information	<b>R2.1</b> Identify the meaning of unknown words and expressions in a grade-level text	R2.1.1 - Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) and <u>idiomatic and figurative expressions</u> in a <u>grade-level text</u>		x	x	x	x	x	x	x	x	
		R2.2.1 - Make <u>simple inferences</u> in a <u>grade-level text</u> by relating pieces of explicit and/or <u>implicit information</u> in the text			x	x						
		R2.2.2 - Make <u>inferences</u> in a <u>grade-level continuous text</u> by relating pieces of explicit and/or <u>implicit information</u> in the text				x	x	x	x	x	x	x
	<b>R2.2</b> Make inferences in a grade-level text	R2.2.3 - Make <u>inferences</u> in a <u>grade-level non-continuous text</u> (e.g., tables, diagrams, graphs) by relating pieces of explicit and/or <u>implicit information</u>				x	x	x	x	x	x	x
		R2.2.4 - Identify the sequence of events/actions/steps in a <u>grade-level text</u>				x	x	x	x	x	x	x
		R2.2.5 - Identify, compare, or contrast points of view in a <u>grade-level text</u>				x	x	x	x	x	x	x
		R2.2.6 - Identify, compare, or contrast evidence in a <u>grade-level text</u> to support or explain an idea, action, or statement				x	x	x	x	x	x	x
		R2.2.7 - Draw a basic <u>conclusion</u> from a <u>grade-level text</u> by synthesizing information in the text (grades 6 to 9)				x	x	x	x	x	x	x
		R2.2.8 - Apply information from a <u>grade-level text</u> to a new example or situation										x
		R2.3.1 - Identify the <u>main idea</u> in a <u>grade-level text</u> when it is not explicitly stated			x	x	x	x	x	x	x	x
	<b>R2.3</b> Identify the main and secondary ideas in a grade-level text	R2.3.2 - Distinguish between a <u>prominent main idea</u> and secondary ideas in a <u>grade-level text</u>				x	x	x	x	x	x	x

**DOMAIN: R—READING COMPREHENSION**

Construct	Subconstruct	Knowledge or Skill	Grade								
			1	2	3	4	5	6	7	8	9
<b>R3</b> Reflect on information	<b>R3.1</b> Identify the <u>purpose</u> and audience of a text	<b>R3.1.1</b> - Identify the <u>purpose</u> of a <u>grade-level text</u> when it is not explicitly stated, or of features of the text (e.g., vocabulary or images, graphics or other paratextual features)				x	x	x	x	x	x
		<b>R3.1.2</b> - Identify evidence in the text to support the <u>purpose</u> of a <u>grade-level text</u> or of features of the text						x	x	x	x
		<b>R3.1.3</b> - Identify the audience of a <u>grade-level text</u> and the evidence in the text that supports that assertion					x	x	x	x	x
	<b>R3.2</b> Evaluate a text with justification	<b>R3.2.1</b> - Give an <u>opinion</u> about a <u>grade-level text</u> and use evidence from the text to justify that <u>opinion</u>				x	x	x	x	x	x
		<b>R3.2.2</b> - Evaluate the <u>conclusion</u> presented in a <u>grade-level informational text</u>									x
	<b>R3.3</b> Evaluate the status of claims made in a text	<b>R3.3.1</b> - Distinguish between factual information and <u>opinion</u> in a <u>grade-level text</u>				x	x	x	x	x	x
		<b>R3.3.2</b> - Assess the credibility of a <u>grade-level text</u> in digital format or on social media									x
	<b>R3.4</b> Evaluate the effectiveness of a text	<b>R3.4.1</b> - Evaluate the effectiveness of the features of a <u>grade-level text</u> (e.g., images/graphics, paratextual features, and vocabulary)								x	x

## **TABLE 4: “MEETS MINIMUM PROFICIENCY” LEVEL DESCRIPTORS**

**DOMAIN: C—COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE | Construct: C1—Retrieve information at word level**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>C1.1</b> Comprehend spoken or signed language at the word or phrase level	When listening to a <u>common grade 1-level word</u> , match the word to an object or a picture ( <i>e.g., is able to point to the picture of climbing when presented with four pictures</i> ).	x								
	When listening to a <u>common grade 2-level word</u> , match the word to an object or a picture ( <i>e.g., is able to point to the picture of the striped shirt when presented with four pictures</i> ).		x							
	Follow one-step spoken or signed instructions with <u>common grade 1-level words</u> with some detail ( <i>e.g., pick up the red hat</i> ).	x								
	Follow two-step spoken or signed instructions with <u>common grade 2-level words</u> or detailed one-step instructions ( <i>e.g., pick up the pencil, and give it to me; point to the picture of the girl with long hair who is running</i> ).		x							
<b>C1.2</b> Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner	When listening to a short (approximately 2- or 3-sentence), simple, <u>grade 1-level continuous text</u> , identify the meaning of <u>common words</u> . ( <i>See example items in Appendix A.</i> )	x								
	When listening to a short, <u>grade 2-level continuous text</u> , identify the meaning of <u>common words</u> . ( <i>See example items in Appendix A.</i> )	x								

**DOMAIN: C—COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE | Construct: C2—Retrieve information at sentence or text level**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>C2.1</b> Retrieve <u>explicit information</u> in a short <u>grade-level continuous text</u> read to or signed for the learner	When listening to a simple 2- or 3-sentence <u>grade 1-level continuous text</u> , retrieve <u>explicit information</u> by simple <u>synonymous word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix A.</i> )	x								
	When listening to a short, <u>grade 2-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or by simple <u>synonymous word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix A.</i> )		x							
	When listening to a short, <u>grade 3-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or simple <u>synonymous word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )		x							

**DOMAIN: C—COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE | Construct: C3—Interpret information at sentence or text level**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>C3.1</b> Interpret information in a short <u>grade-level continuous text</u> read to or signed for the learner	When listening to a short, <u>grade 2-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>prominent, explicit information</u> when there are multiple clues and limited <u>competing information</u> . This will generally be in response to a "why" or "how" question. <i>(See example items in Appendix A.)</i>	x								
	When listening to a short, <u>grade 3-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>explicit information</u> located in different parts of the text and when there is limited <u>competing information</u> and the answer is not explicitly stated. This will generally be in response to a "why" or "how" question. <i>(See example items in Appendix C.)</i>		x							
	When listening to a short, <u>grade 3-level continuous text</u> , infer the meaning of <u>unknown words</u> when there are <u>prominent clues</u> (e.g., <i>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</i> ). <i>(See example items in Appendix C.)</i>		x							
	When listening to a short, <u>grade 3-level continuous text</u> , associate a noun with a pronoun reference when there is competing information. <i>(See example items in Appendix C.)</i>		x							
	When listening to a short, <u>grade 3-level continuous text</u> , demonstrate a broad understanding of the text by connecting <u>implicit and explicit information</u> (e.g., identifying <u>main ideas, events, or characters</u> ). <i>(See example items in Appendix C.)</i>		x							

**DOMAIN: D—DECODING | Construct: D1—Precision**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>D1.1</b> Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>	Accurately say or sign <u>common grade 1-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	x								
	If the grade-level curriculum introduces new symbols, accurately say or sign <u>common grade 2-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).		x	x	x	x	x	x	x	x
<b>D1.2</b> Decode isolated words	Accurately say or sign <u>common, isolated, grade-level words</u> (language- and country-specific).	x	x	x	x	x	x	x	x	x

**DOMAIN: D—DECODING | Construct: D2—Fluency**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>D2.1</b> Say or sign a <u>grade-level continuous text</u> at pace and with accuracy	Accurately say or sign a <u>grade 2-level continuous text</u> with few errors (e.g., no more than 10 percent of the words in the text).		x							
	Accurately say or sign a <u>grade-level continuous text</u> , at a pace that meets minimum <u>country standards for fluency</u> for the language in which the assessment is administered.			x	x	x	x	x	x	x

**DOMAIN: R—READING COMPREHENSION | Construct: R1—Retrieve information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>R1.1</b> Recognize the meaning of <u>common grade-level words</u>	Recognize the meaning of <u>common grade-level words</u> (e.g., <i>match a given word to an illustration or synonym or provide a brief spoken/signed definition</i> ).	x	x	x						
	Recognize the meaning of <u>common grade-level words</u> (e.g., <i>match a given word to an illustration, synonym, brief definition</i> ).				x	x	x	x	x	x
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 2-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. (See <i>example items in Appendix C.</i> )		x							
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 3-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is <u>limited competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. (See <i>example items in Appendix C.</i> )			x						
	Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 4-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is <u>no competing information</u> . (See <i>example items in Appendix C.</i> )				x					
	Retrieve a single piece of <u>explicit information</u> from a <u>grade-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is <u>limited competing information</u> . (See <i>example items in Appendix C.</i> )					x	x	x	x	x
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>direct- or close-word matching</u> when the information required is <u>not prominent</u> and there is <u>limited competing information</u> . (See <i>example items in Appendix C.</i> )				x					
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>not prominent</u> and there is <u>competing information</u> . (See <i>example items in Appendix C.</i> )					x				
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>not prominent</u> and there is <u>competing information</u> . (See <i>example items in Appendix C.</i> )						x			
	Retrieve a single piece of <u>explicit information</u> from a <u>grade-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>not prominent</u> and there is <u>competing information</u> . (See <i>example items in Appendix C.</i> )							x	x	
<b>R1.2</b> Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u>	Retrieve a single piece of <u>explicit information</u> that meets two criteria from a <u>grade-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is <u>competing information</u> . (See <i>example items in Appendix C.</i> )							x		

**DOMAIN: R—READING COMPREHENSION | Construct: R1—Retrieve information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>R1.3</b> Retrieve <u>explicit information</u> in a grade-level text by <u>synonymous-word matching</u>	Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 3-level text</u> by <u>synonymous word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. <i>(See example items in Appendix C.)</i>			x						
	Retrieve a single piece of <u>explicit information</u> from a <u>grade-level text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>				x	x				
	Retrieve a single piece of <u>explicit information</u> from a <u>grade-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>						x	x	x	x
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>					x				
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>						x			
	Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>							x		
	Retrieve a single piece of <u>explicit information</u> from a <u>grade-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>							x	x	
	Retrieve a single piece of <u>explicit information</u> that meets two criteria from a <u>grade 9-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>								x	

**DOMAIN: R—READING COMPREHENSION | Construct: R2—Interpret information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>R2.1</b> Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a grade-level text	Identify the meaning of <u>unknown words</u> (including familiar words used in unfamiliar ways) in a <u>grade-level text</u> when there are <u>prominent clues</u> (e.g., <i>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</i> ).			x	x	x	x	x	x	x
	Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 5-level text</u> when there are multiple clues (e.g., <i>use language-specific semantic clues or contextual clues</i> ). <i>(See example items in Appendix C.)</i>				x	x	x	x	x	x

**DOMAIN: R—READING COMPREHENSION | Construct: R2—Interpret information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
<b>R2.2</b> Make <u>inferences</u> in a grade-level text	Make simple <u>inferences</u> in a <u>grade 3-level text</u> by relating two pieces of <u>explicit information</u> in <u>consecutive sentences</u> when there is limited <u>competing information</u> . This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )			x						
	Make simple <u>inferences</u> in a <u>grade 4-level text</u> by relating two pieces of <u>explicit information</u> in a paragraph, but not in consecutive sentences, when there is limited <u>competing information</u> . ( <i>See example items in Appendix C.</i> )				x					
	Make <u>inferences</u> in a <u>grade-level continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., <u>causal relationship</u> or <u>comparisons</u> ) from a paragraph but not in consecutive sentences, when there is limited <u>competing information</u> .					x	x	x	x	x
	Make <u>inferences</u> in a <u>grade 5-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is limited <u>competing information</u> . ( <i>See example items in Appendix C.</i> )				x	x	x	x	x	x
	Identify the sequence of up to four prominent events/actions/steps in a <u>grade-level text</u> . ( <i>See example items in Appendix C.</i> )			x	x					
	Identify the sequence of up to four <u>prominent</u> events/actions/steps in a <u>grade 6-level text</u> when the sequence is presented in <u>chronological order</u> in the text. ( <i>See example items in Appendix C.</i> )					x				
	Identify the sequence of up to four events/actions/steps, including some less <u>prominent</u> ones, in a <u>grade 7-level text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) but there is limited <u>competing information</u> . ( <i>See example items in Appendix C.</i> )						x			
	Identify the sequence of events/actions/steps in a <u>grade 8-level text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) and there is <u>competing information</u> such as overlapping timelines. ( <i>See example items in Appendix C.</i> )							x		
	Identify the sequence of events/actions/steps in a <u>grade 9-level text</u> when the sequence is not presented in <u>chronological order</u> in the text. ( <i>See example items in Appendix C.</i> )								x	
	Identify a point of view (e.g., of a group, character, or the author) in a <u>grade-level text</u> when there is limited <u>competing information</u> and when the point of view is <u>prominent</u> but not explicitly stated.			x	x	x				
	Identify, compare, or contrast point(s) of view (e.g., of a group, character, or the author) in a <u>grade-level text</u> when there is limited <u>competing information</u> and when the point of view is <u>prominent</u> but not explicitly stated.					x	x	x		
	Identify <u>prominent</u> evidence in a <u>grade-level text</u> to support or explain an idea, action, or statement in the text when the relationship is not explicit. ( <i>See example items in Appendix C.</i> )				x	x	x			
	Identify, compare, or contrast <u>prominent</u> evidence in a <u>grade 9-level text</u> to support or explain an idea, action, or statement in the text when the relationship is not explicit. ( <i>See example items in Appendix C.</i> )					x			x	
<b>R2.3</b> Identify the main and secondary ideas in a grade-level text	Identify a basic conclusion from a <u>grade 6-level text</u> by synthesizing <u>prominent</u> information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated. ( <i>See example items in Appendix C.</i> )			x						
	Draw a basic <u>conclusion</u> from a <u>grade-level text</u> by synthesizing <u>prominent</u> information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated. ( <i>See example items in Appendix C.</i> )				x	x	x			
	Apply information from a <u>grade 9-level text</u> to a new example (e.g., classify new items based on a described scheme) when the scheme is explicit and based on multiple criteria. ( <i>See example items in Appendix C.</i> )							x		
	Identify the <u>general topic</u> of a <u>grade 3-level text</u> when it is <u>prominent</u> but not explicitly stated. ( <i>See example items in Appendix C.</i> )		x							
	Identify the <u>main idea</u> in a <u>grade 4-level text</u> when it is <u>prominent</u> but not <u>explicitly stated</u> . ( <i>See example items in Appendix C.</i> )			x						
	Identify the <u>main idea</u> in a <u>grade 5-level text</u> when it is not <u>explicitly stated</u> .				x					
	Distinguish between a prominent <u>main idea</u> and <u>secondary ideas</u> in a <u>grade 6-level text</u> . ( <i>See example items in Appendix C.</i> )				x					

**DOMAIN: R—READING COMPREHENSION | Construct: R2—Interpret information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
	Distinguish between a <u>prominent main idea</u> and secondary ideas in a <u>grade-level text</u> or part of a text (e.g., a paragraph). <i>(See example items in Appendix C.)</i>							x	x	x

**DOMAIN: R—READING COMPREHENSION | Construct: R3—Reflect on information**

Subconstruct	Global Proficiency Descriptor for "Meets Global Minimum Proficiency"	Grade								
		1	2	3	4	5	6	7	8	9
R3.1 Identify the purpose and audience of a text	Identify the <u>purpose</u> of a <u>grade-level text</u> when there are <u>prominent</u> clues and the <u>purpose</u> is not explicitly stated. <i>(See example items in Appendix C.)</i>			x	x					
	Identify the purpose of a grade-level text or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are prominent clues, limited competing information, and the purpose is not explicitly stated. <i>(See example items in Appendix C.)</i>					x	x	x	x	
	Identify <u>prominent</u> evidence in a <u>grade 6-level text</u> to support the identification of the <u>purpose</u> . <i>(See example items in Appendix C.)</i>					x				
	Use evidence in a <u>grade-level text</u> to support the identification of the <u>purpose</u> . <i>(See example items in Appendix C.)</i>					x	x	x	x	
	Identify the audience for a <u>grade-level text</u> when there are prominent clues, limited competing information, and the audience is not explicitly stated. <i>(See example items in Appendix C.)</i>					x	x	x	x	
	Use <u>prominent</u> evidence in a <u>grade 7-level text</u> to support the identification of the audience. <i>(See example items in Appendix C.)</i>					x				
	Use relevant evidence in a <u>grade 8-level text</u> to support the identification of the audience. <i>(See example items in Appendix C.)</i>					x				x
R3.2 Evaluate a text with justification	Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 4-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> (students may need to provide an oral/signed answer given their limited writing skills). <i>(See example items in Appendix C.)</i>		x							
	Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . <i>(See example items in Appendix C.)</i>		x	x	x	x	x	x	x	
	Evaluate the <u>conclusion</u> presented in a <u>grade 9-level informational text</u> where the <u>conclusion</u> is clearly stated. <i>(See example items in Appendix C.)</i>									x
R3.3 Evaluate the status of claims made in a text	Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 6-level text</u> when the clues are <u>prominent</u> . <i>(See example items in Appendix C.)</i>					x				
	Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade-level text</u> . <i>(See example items in Appendix C.)</i>					x	x	x	x	
	Recognize signs of credibility in a <u>grade 9-level text</u> presented in digital format or on social media when the clues are <u>prominent</u> .									x
R3.4 Evaluate the effectiveness of a text	Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a highly conventional way in a <u>grade 8-level text</u> . <i>(See example items in Appendix C.)</i>								x	
	Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a conventional way in a <u>grade 9-level text</u> . <i>(See example items in Appendix C.)</i>									x

## **TABLE 5: DESCRIPTORS FOR THE THREE HIGHEST PROFICIENCY LEVELS**



## GRADE 1: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>		
<b>C1: RETRIEVE INFORMATION AT WORD LEVEL</b>		
C1.1: Comprehend spoken or signed language at the word or phrase level		
C1.1.1_P When listening to a very <u>common grade 1-level word</u> , match the word to an object or a picture ( <i>e.g., is able to point to the picture of a cat when presented with four pictures</i> ).	C1.1.1_M When listening to a <u>common grade 1-level word</u> , match the word to an object or a picture ( <i>e.g., is able to point to the picture of climbing when presented with four pictures</i> ).	C1.1.1_E When listening to a less <u>common grade 1-level word</u> , match the word to an object or a picture ( <i>e.g., is able to point to the picture of the striped shirt when presented with four pictures</i> ).
C1.1.2_P Follow simple one-step spoken or signed instructions with <u>very common grade 1-level words</u> ( <i>e.g., touch the picture; point to the chair</i> ).	C1.1.2_M Follow one-step spoken or signed instructions with <u>common grade 1-level words</u> with some detail ( <i>e.g., pick up the red hat</i> ).	C1.1.2_E Follow two-step spoken or signed instructions with <u>common grade 1-level words</u> or a one-step instruction with more detail ( <i>e.g., pick up the pencil and give it to me; point to the picture of the girl with long hair who is running</i> ).
C1.2: Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C1.2.1_P When listening to a short (approximately 2- or 3-sentence), <u>simple grade 1-level continuous text</u> , identify the meaning of <u>very common words</u> . ( <i>See example items in Appendix A.</i> )	C1.2.1_M When listening to a short (approximately 2- or 3-sentence), <u>simple grade 1-level continuous text</u> , identify the meaning of <u>common words</u> . ( <i>See example items in Appendix A.</i> )	C1.2.1_E When listening to a short (approximately 2- or 3-sentence), <u>simple grade 1-level continuous text</u> , identify the meaning of <u>less common words</u> . ( <i>See example items in Appendix A.</i> )
<b>C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
C2.1: Retrieve <u>explicit information</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C2.1.1_P When listening to a simple 2- or 3-sentence <u>grade 1-level continuous text</u> , identify the main character or event by <u>direct- or close-word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix A.</i> )	C2.1.1_M When listening to a simple 2- or 3-sentence <u>grade 1-level continuous text</u> , retrieve <u>explicit information</u> by simple <u>synonymous word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix A.</i> )	C2.1.1_E When listening to a simple 2- or 3-sentence <u>grade 1-level continuous text</u> , retrieve <u>explicit information</u> by simple <u>synonymous word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix A.</i> )
<b>C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
Not applicable to grade 1		

## GRADE 1: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>D: DECODING</b>		
<b>D1: PRECISION</b>		
<b>D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences</b>		
D1.1.1_P Accurately say or sign very <u>common</u> and simple <u>grade 1-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M Accurately say or sign common grade 1-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_E Accurately say or sign <u>grade 1-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> that are beyond those that are <u>common</u> for grade 1 (language- and country-specific).
<b>D1.2: Decode isolated words</b>		
D1.2.1_P Accurately say or sign very <u>common</u> and simple, isolated <u>grade 1-level words</u> (language- and country-specific).	D1.2.1_M Accurately say or sign <u>common</u> , isolated <u>grade 1-level words</u> (language- and country-specific).	D1.2.1_E Accurately say or sign more difficult, isolated <u>grade 1-level words</u> (language- and country-specific).
<b>D2: FLUENCY</b>		
Not applicable to grade 1		
<b>R: READING COMPREHENSION</b>		
<b>R1: RETRIEVE INFORMATION AT WORD LEVEL</b>		
<b>R1.1: Recognize the meaning of <u>common</u> grade-level words</b>		
R1.1.1_P Recognize the meaning of very <u>common</u> grade 1-level words ( <i>e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition.</i> )	R1.1.1_M Recognize the meaning of common grade 1-level words ( <i>e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition.</i> )	R1.1.1_E Recognize the meaning of less common grade 1-level words ( <i>e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition.</i> )
<b>R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u>—not applicable to grade 1</b>		
<b>R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u>—not applicable to grade 1</b>		
<b>R2: INTERPRET INFORMATION</b>		
Not applicable to grade 1		
<b>R3: REFLECT ON INFORMATION</b>		
Not applicable to grade 1		



## GRADE 2: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>		
<b>C1: RETRIEVE INFORMATION AT WORD LEVEL</b>		
C1.1: Comprehend spoken or signed language at the word or phrase level		
C1.1.1_P When listening to a <u>common grade 2-level word</u> , match the word to an object or a picture (e.g., <i>is able to point to the picture of climbing when presented with four pictures</i> ).	C1.1.1_M When listening to a <u>common grade 2-level word</u> , match the word to an object or a picture (e.g., <i>is able to point to the picture of the striped shirt when presented with four pictures</i> ).	C1.1.1_E When listening to a <u>less common grade 2-level word</u> , match the word to an object or a picture (e.g., <i>is able to choose a dictionary when presented with four books</i> ).
C1.1.2_P Follow one-step spoken or signed instructions with <u>common grade 2-level words</u> with some detail (e.g., <i>pick up the plastic chair</i> ).	C1.1.2_M Follow two-step spoken or signed instructions with <u>common grade 2-level words</u> or detailed one-step instructions (e.g., <i>pick up the pencil, and give it to me; point to the picture of the girl with long hair who is running</i> ).	C1.1.2_E Follow multi-step (more than two) or complex spoken or signed instructions (e.g., <i>pick up and close the book and put it on the shelf in the corner</i> ).
C1.2: Recognize the meaning of <u>common grade-level words</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C1.2.1_P When listening to a short, <u>grade 2-level continuous text</u> , identify the meaning of very <u>common words</u> . (See example items in Appendix A.)	C1.2.1_M When listening to a short, <u>grade 2-level continuous text</u> , identify the meaning of <u>common words</u> . (See example items in Appendix A.)	C1.2.1_E When listening to a short <u>grade 2-level continuous text</u> , identify the meaning of less <u>common words</u> . (See example items in Appendix A.)
<b>C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
C2.1: Retrieve <u>explicit information</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C2.1.1_P When listening to a short, <u>grade 2-level continuous text</u> , retrieve <u>prominent, explicit information</u> by <u>direct- or close-word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix A.)	C2.1.1_M When listening to a short, <u>grade 2-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or by <u>simple synonymous word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix A.)	C2.1.1_E When listening to a short, <u>grade 2-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or by <u>synonymous word matching</u> when there is a lot of <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix A.)
<b>C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
C3.1: Interpret information in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C3.1.1_P N/A	C3.1.1_M When listening to a short, <u>grade 2-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>prominent, explicit information</u> when there are multiple clues and limited <u>competing information</u> . This will generally be in response to a "why" or "how" question. (See example items in Appendix A.)	C3.1.1_E When listening to a short <u>grade 2-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>explicit information</u> when the clues are located in different parts of the text and there is a lot of <u>competing information</u> . This will generally be in response to a "why" or "how" question. (See example items in Appendix A.)

## GRADE 2: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>D: DECODING</b>		
<b>D1: PRECISION</b>		
<b>D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences</b>		
D1.1.1_P If the grade 2 curriculum introduces new symbols, accurately say or sign very <u>common</u> and simple <u>grade 2-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M If the grade 2 curriculum introduces new symbols, accurately say or sign <u>common</u> <u>grade 2-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_E If the grade 2 curriculum introduces new symbols, accurately say or sign <u>grade 2-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> that are beyond those that are <u>common</u> for grade 2 (language- and country-specific).
<b>D1.2: Decode isolated words</b>		
D1.2.1_P Accurately say or sign very <u>common</u> and simple, isolated <u>grade 2-level words</u> (language- and country-specific).	D1.2.1_M Accurately say or sign <u>common</u> , isolated <u>grade 2-level words</u> (language- and country-specific).	D1.2.1_E Accurately say or sign more difficult, isolated <u>grade 2-level words</u> (language- and country-specific).
<b>D2: FLUENCY</b>		
<b>D2.1: Say or sign a grade-level continuous text at pace and with accuracy</b>		
D2.1.1_P Accurately say or sign some words in a <u>grade 2-level continuous text</u> , generally very <u>common</u> and simple words.	D2.1.1_M Accurately say or sign a <u>grade 2-level continuous text</u> with few errors (e.g., no more than 10 percent of the words in the text).	D2.1.1_E Accurately say or sign a <u>grade 2-level continuous text</u> with no errors.
<b>R: READING COMPREHENSION</b>		
<b>R1: RETRIEVE INFORMATION</b>		
<b>R1.1: Recognize the meaning of common grade-level words</b>		
R1.1.1_P Recognize the meaning of very <u>common</u> <u>grade 2-level words</u> (e.g., <i>match a given word to an illustration or synonym or provide a brief spoken/signed definition</i> ).	R1.1.1_M Recognize the meaning of <u>common grade 2-level words</u> (e.g., <i>match a given word to an illustration or synonym or provide a brief spoken/signed definition</i> ).	R1.1.1_E Recognize the meaning of less <u>common grade 2-level words</u> (e.g., <i>match a given word to an illustration or synonym or provide a brief spoken/signed definition</i> ).
<b>R1.2: Retrieve explicit information in a grade-level text by direct- or close-word matching</b>		
R1.2.1_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 2-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )	R1.2.1_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 2-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )	R1.2.1_E Retrieve a single piece of <u>explicit information</u> from a <u>grade 2-level text</u> by <u>direct- or close-word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )
<b>R1.3: Retrieve explicit information in a grade-level text by synonymous word matching—not applicable to grade 2</b>		
<b>R2: INTERPRET INFORMATION</b>		
Not applicable to grade 2		
<b>R3: REFLECT ON INFORMATION</b>		
Not applicable to grade 2		



## GRADE 3: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>		
<b>C1: RETRIEVE INFORMATION AT WORD LEVEL</b>		
Not applicable at grade 3—content fully covered in grades 1 and 2		
<b>C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
C2.1: Retrieve <u>explicit information</u> in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C2.1.1_P When listening to a short, <u>grade 3-level continuous text</u> , retrieve <u>prominent, explicit information</u> by <u>direct- or close-word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )	C2.1.1_M When listening to a short, <u>grade 3-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or simple <u>synonymous word matching</u> when there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )	C2.1.1_E When listening to a short <u>grade 3-level continuous text</u> , retrieve <u>explicit information</u> by <u>direct- or close-word matching</u> or <u>synonymous word matching</u> when there is a lot of <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )
<b>C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL</b>		
C3.1: Interpret information in a short, <u>grade-level continuous text</u> read to or signed for the learner		
C3.1.1_P When listening to a short, <u>grade 3-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>prominent, explicit information</u> when there is no <u>competing information</u> and the answer is not <u>explicitly stated</u> . This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )	C3.1.1_M When listening to a short, <u>grade 3-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>explicit information</u> located in different parts of the text and when there is limited <u>competing information</u> and the answer is not explicitly stated. This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )	C3.1.1_E When listening to a short, <u>grade 3-level continuous text</u> , make simple <u>inferences</u> by connecting pieces of <u>explicit information</u> located in different parts of the text when there is a lot of <u>competing information</u> , the information is less prominent, and the answer is not explicitly stated. This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )
C3.1.2_P N/A	C3.1.2_M When listening to a short, <u>grade 3-level continuous text</u> , infer the meaning of <u>unknown words</u> when there are <u>prominent clues</u> (e.g., use language-specific morphological clues or contextual clues to identify the meaning of <u>unknown words</u> ). ( <i>See example items in Appendix C.</i> )	C3.1.2_E When listening to a short, <u>grade 3-level continuous text</u> , identify the meaning of <u>unknown words</u> when clues are less prominent (e.g., use language-specific morphological clues or contextual clues to identify the meaning of <u>unknown words</u> ). ( <i>See example items in Appendix C.</i> )
C3.1.3_P When listening to a short, <u>grade 3-level continuous text</u> , associate a noun with a pronoun reference when there is no <u>competing information</u> . ( <i>See example items in Appendix C.</i> )	C3.1.3_M When listening to a short, <u>grade 3-level continuous text</u> , associate a noun with a pronoun reference when there is <u>competing information</u> . ( <i>See example items in Appendix C.</i> )	C3.1.3_E N/A
C3.1.4_P When listening to a short, <u>grade 3-level continuous text</u> , demonstrate a basic understanding of the text by connecting <u>prominent, implicit</u> and <u>explicit information</u> (e.g., identifying <u>main ideas</u> , events, or characters). ( <i>See example items in Appendix C.</i> )	C3.1.4_M When listening to a short, <u>grade 3-level continuous text</u> , demonstrate a broad understanding of the text by connecting <u>implicit</u> and <u>explicit information</u> (e.g., identifying <u>main ideas</u> , events, or characters). ( <i>See example items in Appendix C.</i> )	C3.1.4_E When listening to a short <u>grade 3-level continuous text</u> , demonstrate a comprehensive understanding of the text by connecting <u>implicit</u> and <u>explicit information</u> (e.g., identifying <u>main ideas</u> , events, or characters).

## GRADE 3: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>D: DECODING</b>		
<b>D1: PRECISION</b>		
<b>D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences</b>		
D1.1.1_P If the grade 3 curriculum introduces new symbols, accurately say or sign very common and simple grade 3-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_M If the grade 3 curriculum introduces new symbols, accurately say or sign common grade 3-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_E If the grade 3 curriculum introduces new symbols, accurately say or sign grade 3-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences that are beyond those that are common for grade 3 (language- and country-specific).
<b>D1.2: Decode isolated words</b>		
D1.2.1_P Accurately say or sign very common and simple, isolated grade 3-level words (language- and country-specific).	D1.2.1_M Accurately say or sign common, isolated grade 3-level words (language- and country-specific).	D1.2.1_E Accurately say or sign more difficult, isolated grade 3-level words (language- and country-specific).
<b>D2: FLUENCY</b>		
<b>D2.1: Say or sign a grade-level continuous text at pace and with accuracy</b>		
D2.1.2_P Accurately say or sign a grade 3-level continuous text at a pace that is slow by country standards for fluency for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M Accurately say or sign a grade 3-level continuous text at a pace that meets minimum country standards for fluency for the language in which the assessment is administered.	D2.1.2_E Accurately say or sign a grade 3-level continuous text at a pace that exceeds minimum country standards for fluency for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>		
<b>R1: RETRIEVE INFORMATION</b>		
<b>R1.1: Recognize the meaning of common grade-level words</b>		
R1.1.1_P Recognize the meaning of very common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).	R1.1.1_M Recognize the meaning of common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).	R1.1.1_E Recognize the meaning of less common grade 3-level words (e.g., match a given word to an illustration or synonym or provide a brief spoken/signed definition).
<b>R1.2: Retrieve explicit information in a grade-level text by direct- or close-word matching</b>		
R1.2.1_P Retrieve a single piece of prominent, explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is no competing information. This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix C.)	R1.2.1_M Retrieve a single piece of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix C.)	R1.2.1_E Retrieve multiple pieces of explicit information from a grade 3-level text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. This will generally be in response to a "who," "what," "when," or "where" question. (See example items in Appendix C.)

## GRADE 3: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u> R1.3.1_P N/A	R1.3.1_M Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 3-level text</u> by <u>synonymous word matching</u> when there is no <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )	R1.3.1_E Retrieve a single piece of <u>explicit information</u> from a <u>grade 3-level text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . This will generally be in response to a "who," "what," "when," or "where" question. ( <i>See example items in Appendix C.</i> )
<b>R2: INTERPRET INFORMATION</b>		
R2.1: Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a <u>grade-level text</u> R2.1.1_P N/A	R2.1.1_M Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 3-level text</u> when there are prominent clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).	R2.1.1_E Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 3-level text</u> when there are less prominent clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).
R2.2: Make <u>inferences</u> in a <u>grade-level text</u> R2.2.1_P Make simple <u>inferences</u> in a <u>grade 3-level text</u> by relating two pieces of <u>explicit information</u> in <u>consecutive sentences</u> when there is no <u>competing information</u> . This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )	R2.2.1_M Make simple <u>inferences</u> in a <u>grade 3-level text</u> by relating two pieces of <u>explicit information</u> in <u>consecutive sentences</u> when there is limited <u>competing information</u> . This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )	R2.2.1_E Make simple <u>inferences</u> in a <u>grade 3-level text</u> by relating two pieces of <u>explicit information</u> in one or more paragraphs when there is more distance between the pieces of information that need to be related and/or a lot of <u>competing information</u> . This will generally be in response to a "why" or "how" question. ( <i>See example items in Appendix C.</i> )
R2.3: Identify the main and secondary ideas in a <u>grade-level text</u> R2.3.1_P N/A	R2.3.1_M Identify the <u>general topic</u> of a <u>grade 3-level text</u> when it is prominent but not explicitly stated. ( <i>See example items in Appendix C.</i> )	R2.3.1_E Identify the <u>general topic</u> of a <u>grade 3-level text</u> when it is less prominent and not explicitly stated.
<b>R3: REFLECT ON INFORMATION</b>		
Not applicable to grade 3		



## GRADE 4: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>		
C1: RETRIEVE INFORMATION AT WORD LEVEL		
Not applicable at grade 4—content fully covered in grades 1 and 2		
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL		
Not applicable at grade 4—content fully covered in grades 1, 2, and 3		
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL		
Not applicable at grade 4—content fully covered in grades 2 and 3		
<b>D: DECODING</b>		
D1: PRECISION		
D1.1: Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>		
D1.1.1_P If the grade 4 curriculum introduces new symbols, accurately say or sign very <u>common</u> and simple <u>grade 4-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language and country-specific).	D1.1.1_M If the grade 4 curriculum introduces new symbols, accurately say or sign <u>common</u> <u>grade 4-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language and country-specific).	D1.1.1_E If the grade 4 curriculum introduces new symbols, accurately say or sign more difficult <u>grade 4-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).
D1.2: Decode isolated words		
D1.2.1_P Accurately say or sign very <u>common</u> and simple, isolated <u>grade 4-level words</u> (language- and country-specific).	D1.2.1_M Accurately say or sign <u>common</u> , isolated <u>grade 4-level words</u> (language- and country-specific).	D1.2.1_E Accurately say or sign more difficult, isolated <u>grade 4-level words</u> (language- and country-specific).
D2: FLUENCY		
D2.1: Say or sign a <u>grade-level continuous text</u> at pace and with accuracy		
D2.1.2_P Accurately say or sign a <u>grade 4-level continuous text</u> at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M Accurately say or sign a <u>grade 4-level continuous text</u> at a pace that meets <u>minimum country standards for fluency</u> for the language in which the assessment is administered.	D2.1.2_E Accurately say or sign a <u>grade 4-level continuous text</u> at a pace that exceeds <u>minimum country standards for fluency</u> for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>		
R1: RETRIEVE INFORMATION AT WORD LEVEL		
R1.1: Recognize the meaning of <u>common grade-level words</u>		
R1.1.1_P Recognize the meaning of very <u>common</u> <u>grade 4-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).	R1.1.1_M Recognize the meaning of <u>common</u> <u>grade 4-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).	R1.1.1_E Recognize the meaning of less <u>common</u> <u>grade 4-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).

## GRADE 4: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u> R1.2.1_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 4-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . (See example items in Appendix C.)	R1.2.1_M Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 4-level text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . (See example items in Appendix C.)	R1.2.1_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 4-level text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is a lot of <u>competing information</u> . (See example items in Appendix C.)
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u> R1.3.1_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 4-level text</u> by <u>synonymous word matching</u> when there is no <u>competing information</u> . (See example items in Appendix C.)	R1.3.1_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 4-level text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . (See example items in Appendix C.)	R1.3.1_E Retrieve a single piece of <u>explicit information</u> from a <u>grade 4-level text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is a lot of <u>competing information</u> . (See example items in Appendix C.)
<b>R2: INTERPRET INFORMATION</b>		
R2.1: Identify the meaning of <u>unknown words and expressions</u> in a <u>grade-level text</u> R2.1.1_P Identify the meaning of <u>unknown words</u> (including familiar words used in unfamiliar ways) in a <u>grade 4-level text</u> when there are multiple <u>prominent</u> clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). (See example items in Appendix C.)	R2.1.1_M Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 4-level text</u> when there are multiple clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). (See example items in Appendix C.)	R2.1.1_E Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 4-level text</u> when there are limited clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). (See example items in Appendix C.)
R2.2: Make <u>inferences</u> in a <u>grade-level text</u> R2.2.1_P Make simple <u>inferences</u> in a <u>grade 4-level text</u> by relating two pieces of <u>explicit information</u> in consecutive sentences when there is no <u>competing information</u> . (See example items in Appendix C.)	R2.2.1_M Make simple <u>inferences</u> in a <u>grade 4-level text</u> by relating two pieces of <u>explicit information</u> in a paragraph, but not in consecutive sentences, when there is limited <u>competing information</u> . (See example items in Appendix C.)	R2.2.1_E Make simple <u>inferences</u> in a <u>grade 4-level text</u> by relating two pieces of <u>explicit information</u> in one or more paragraphs or when there is more distance between the pieces of information and/or a lot of <u>competing information</u> . (See example items in Appendix C.)
R2.2.4_P Identify the first and last events/actions/steps in a sequence in a <u>grade 4-level text</u> . (See example items in Appendix C.)	R2.2.4_M Identify the sequence of up to four <u>prominent events/actions/steps</u> in a <u>grade 4-level text</u> . (See example items in Appendix C.)	R2.2.4_E Identify the sequence of up to four events/actions/steps, including some less prominent ones, in a <u>grade 4-level text</u> .
R2.3: Identify the main and secondary ideas in a <u>grade-level text</u> R2.3.1_P N/A	R2.3.1_M Identify the <u>main idea</u> in a <u>grade 4-level text</u> when it is <u>prominent</u> but not <u>explicitly stated</u> . (See example items in Appendix C.)	R2.3.1_E Identify the main idea in a <u>grade 4-level text</u> when it is less prominent and not explicitly stated.

## GRADE 4: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3: REFLECT ON INFORMATION R3.1: Identify the <u>purpose</u> and audience of a text R3.1.1_P N/A	R3.1.1_M Identify the <u>purpose</u> of a <u>grade 4-level text</u> when there are <u>prominent</u> clues and the <u>purpose</u> is not explicitly stated. <i>(See example items in Appendix C.)</i>	R3.1.1_E Identify the <u>purpose</u> of a <u>grade 4-level text</u> when there are less <u>prominent</u> clues and the <u>purpose</u> is not explicitly stated.
R3.2: Evaluate a text with justification R3.2.1_P Give an <u>opinion</u> (that is relevant to the text) about a <u>grade 4-level text</u> without providing evidence.	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 4-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> (students may need to provide an oral/signed answer given their limited writing skills). <i>(See example items in Appendix C.)</i>	R3.2.1_E Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 4-level text</u> and use comprehensive evidence from the text to justify that <u>opinion</u> (students may need to provide an oral/signed answer given their writing skills).
R3.3: Evaluate the status of claims made in a text—not applicable to grade 4		
R3.4: Evaluate the effectiveness of a text—not applicable to grade 4		



## GRADE 5: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency			
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>					
C1: RETRIEVE INFORMATION AT WORD LEVEL Not applicable at grade 5—content fully covered in grades 1 and 2					
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 5—content fully covered in grades 1, 2, and 3					
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 5—content fully covered in grades 2 and 3					
<b>D: DECODING</b>					
<b>D1: PRECISION</b>					
D1.1: Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>					
D1.1.1_P	If the grade 5 curriculum introduces new symbols, accurately say or sign very <u>common</u> and simple <u>grade 5-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M	If the grade 5 curriculum introduces new symbols, accurately say or sign <u>common</u> <u>grade 5-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_E	If the grade 5 curriculum introduces new symbols, accurately say or sign more difficult <u>grade 5-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Accurately say or sign very <u>common</u> and simple, isolated <u>grade 5-level words</u> (language- and country-specific).	D1.2.1_M	Accurately say or sign <u>common</u> , isolated <u>grade 5-level words</u> (language- and country-specific).	D1.2.1_E	Accurately say or sign more difficult, isolated <u>grade 5-level words</u> (language- and country-specific).
<b>D2: FLUENCY</b>					
D2.1: Say or sign a <u>grade-level continuous text</u> at pace and with accuracy					
D2.1.2_P	Accurately say or sign a <u>grade 5-level continuous text</u> at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M	Accurately say or sign a <u>grade 5-level continuous text</u> at a pace that meets <u>minimum country standards for fluency</u> for the language in which the assessment is administered.	D2.1.2_E	Accurately say or sign a <u>grade 5-level continuous text</u> at a pace that exceeds <u>minimum country standards for fluency</u> for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>					
R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of <u>common grade-level words</u>					
R1.1.1_P	Recognize the meaning of very <u>common</u> <u>grade 5-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).	R1.1.1_M	Recognize the meaning of <u>common grade 5-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ). (See example items in Appendix C.)	R1.1.1_E	Recognize the meaning of less <u>common</u> <u>grade 5-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).

## GRADE 5: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u>		
R1.2.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 5-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is no <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 5-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and/or there is a lot of <u>competing information</u> .
R1.2.3_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>direct- or close-word matching</u> (e.g., differences in verb tenses) when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is no <u>competing information</u> .	R1.2.3_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u>		
R1.3.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 5-level continuous text</u> by <u>synonymous word matching</u> when there is no <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 5-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.3.3_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>synonymous word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is no <u>competing information</u> .	R1.3.3_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.3_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 5-level non-continuous text</u> (e.g., simple diagrams and tables) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
<b>R2: INTERPRET INFORMATION</b>		
R2.1: Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a <u>grade-level text</u>		
R2.1.1a_P Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 5-level text</u> when there are multiple <u>prominent clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).	R2.1.1a_M Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 5-level text</u> when there are multiple <u>clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). <i>(See example items in Appendix C.)</i>	R2.1.1a_E Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 5-level text</u> when there are limited <u>clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).

## GRADE 5: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R2.1.1b_P N/A	R2.1.1b_M Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 5-level text</u> when there are multiple clues (e.g., <u>use language-specific semantic clues or contextual clues</u> ). (See example items in Appendix C.)	R2.1.1b_E Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 5-level text</u> when there are limited clues (e.g., <u>use language-specific semantic clues or contextual clues</u> ).
<b>R2.2: Make <u>inferences</u> in a <u>grade-level text</u></b>		
R2.2.2_P Make <u>inferences</u> in a <u>grade 5-level continuous text</u> by relating two pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) in <u>consecutive sentences</u> when there is no <u>competing information</u> . (See example items in Appendix C.)	R2.2.2_M Make <u>inferences</u> in a <u>grade 5-level continuous text</u> by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from a paragraph but not in consecutive sentences, when there is limited <u>competing information</u> .	R2.2.2_E Make <u>inferences</u> in a <u>grade 5-level continuous text</u> by relating two pieces of <u>explicit and/or implicit information</u> from one or more paragraphs when there is more distance between the <u>pieces of information</u> and/or a lot of <u>competing information</u> . (See example items in Appendix C.)
R2.2.3_P Make <u>inferences</u> in a <u>grade 5-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from across two parts of the text where the connection between the parts is clear and when there is no <u>competing information</u> .	R2.2.3_M Make <u>inferences</u> in a <u>grade 5-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is limited <u>competing information</u> . (See example items in Appendix C.)	R2.2.3_E Make <u>inferences</u> in a <u>grade 5-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is a lot of <u>competing information</u> .
R2.2.4_P Identify the first and last events/actions/steps in a sequence in a <u>grade 5-level text</u> .	R2.2.4_M Identify the sequence of up to four <u>prominent events/actions/steps</u> in a <u>grade 5-level text</u> . (See example items in Appendix C.)	R2.2.4_E Identify the sequence of up to four events/actions/steps, including some less <u>prominent ones</u> , in a <u>grade 5-level text</u> .
R2.2.5_P Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 5-level text</u> when there is limited <u>competing information</u> and when the point of view is explicitly stated.	R2.2.5_M Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 5-level text</u> when there is limited <u>competing information</u> and when the point of view is <u>prominent</u> but not explicitly stated.	R2.2.5_E Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 5-level text</u> when there is a lot of <u>competing information</u> and when the point of view is <u>less prominent</u> and not explicitly stated. (See example items in Appendix C.)
<b>R2.3: Identify the main and secondary ideas in a <u>grade-level text</u></b>		
R2.3.1_P Identify the <u>main idea</u> in a <u>grade 5-level text</u> when it is <u>prominent</u> but not <u>explicitly stated</u> .	R2.3.1_M Identify the <u>main idea</u> in a <u>grade 5-level text</u> when it is not <u>explicitly stated</u> .	R2.3.1_E N/A
R2.3.2_P N/A	R2.3.2_M N/A	R2.3.2_E Distinguish between a <u>prominent main idea</u> and <u>secondary ideas</u> in a <u>grade 5-level text</u> . (See example items in Appendix C.)

## GRADE 5: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3: REFLECT ON INFORMATION R3.1: Identify the <u>purpose</u> and audience of a text R3.1.1_P N/A	R3.1.1_M Identify the <u>purpose</u> of a <u>grade 5-level text</u> when there are <u>prominent</u> clues and the <u>purpose</u> is not explicitly stated. ( <i>See example items in Appendix C.</i> )	R3.1.1_E Identify the <u>purpose</u> of a <u>grade 5-level text</u> when there are less <u>prominent</u> clues and the <u>purpose</u> is not explicitly stated.
R3.2: Evaluate a text with justification R3.2.1_P Give an <u>opinion</u> (that is relevant to the text) about a <u>grade 5-level text</u> without providing evidence.	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 5-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . ( <i>See example items in Appendix C.</i> )	R3.2.1_E Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 5-level text</u> and use comprehensive evidence from the text and previous knowledge to justify that <u>opinion</u> .
R3.3: Evaluate the status of claims made in a text—not applicable to grade 5		
R3.4: Evaluate the effectiveness of a text—not applicable to grade 5		



## GRADE 6: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency			
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>					
C1: RETRIEVE INFORMATION AT WORD LEVEL					
Not applicable at grade 6—content fully covered in grades 1 and 2					
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL					
Not applicable at grade 6—content fully covered in grades 1, 2, and 3					
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL					
Not applicable at grade 6—content fully covered in grades 2 and 3					
<b>D: DECODING</b>					
D1: PRECISION					
D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences					
D1.1.1_P	If the grade 6 curriculum introduces new symbols, accurately say or sign very common and simple grade 6-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_M	If the grade 6 curriculum introduces new symbols, accurately say or sign common grade 6-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_E	If the grade 6 curriculum introduces new symbols, accurately say or sign grade 6-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences that are beyond those that are common for grade 6 (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Accurately say or sign very common and simple, isolated grade 6-level words (language- and country-specific).	D1.2.1_M	Accurately say or sign common, isolated grade 6-level words (language- and country-specific).	D1.2.1_E	Accurately read or sign more difficult, isolated grade 6-level words (language- and country-specific).
D2: FLUENCY					
D2.1: Say or sign a grade-level continuous text at pace and with accuracy					
D2.1.2_P	Accurately read aloud or sign a grade 6-level continuous text at a pace that is slow by country standards for fluency for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M	Accurately say or sign a grade 6-level continuous text at a pace that meets minimum country standards for fluency for the language in which the assessment is administered.	D2.1.2_E	Accurately say or sign a grade 6-level continuous text at a pace that exceeds minimum country standards for fluency for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>					
R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of common grade-level words					
R1.1.1_P	Recognize the meaning of very common grade 6-level words (e.g., match a given word to an illustration, synonym, or brief definition).	R1.1.1_M	Recognize the meaning of common grade 6-level words (e.g., match a given word to an illustration, synonym, or brief definition).	R1.1.1_E	Recognize the meaning of less common grade 6-level words (e.g., match a given word to an illustration, synonym, or brief definition).

## GRADE 6: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u>		
R1.2.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 6-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 6-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> . <i>(See example items in Appendix C.)</i>
R1.2.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>prominent</u> . <i>(See example items in Appendix C.)</i>	R1.2.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> . <i>(See example items in Appendix C.)</i>
R1.2.3b_P N/A	R1.2.3b_M N/A	R1.2.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u>		
R1.3.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 6-level continuous text</u> by <u>synonymous word matching</u> when there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 6-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> . <i>(See example items in Appendix C.)</i>
R1.3.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> . <i>(See example items in Appendix C.)</i>
R1.3.3b_P N/A	R1.3.3b_M N/A	R1.3.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 6-level non-continuous text</u> (e.g., simple diagrams, tables, and graphs) by <u>synonymous word matching</u> when there is a <u>lot of competing information</u> . <i>(See example items in Appendix C.)</i>

## GRADE 6: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>R2: INTERPRET INFORMATION</b>		
<p><b>R2.1: Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a <u>grade-level text</u></b></p> <p>R2.1.1a_P Identify the meaning of <u>unknown words</u> (including <u>familiar words</u> used in <u>unfamiliar ways</u>) in a <u>grade 6-level text</u> when there are multiple <u>prominent clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u>). (See example items in Appendix C.)</p> <p>R2.1.1b_P N/A</p>	<p>R2.1.1a_M Identify the meaning of <u>unknown words</u> (including <u>familiar words</u> used in <u>unfamiliar ways</u>) in a <u>grade 6-level text</u> when there are multiple <u>clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u>). (See example items in Appendix C.)</p> <p>R2.1.1b_M Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 6-level text</u> when there are multiple <u>clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u>).</p>	<p>R2.1.1a_E Identify the meaning of <u>unknown words</u> (including <u>familiar words</u> used in <u>unfamiliar ways</u>) in a <u>grade 6-level text</u> when there are <u>limited clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u>). (See example items in Appendix C.)</p> <p>R2.1.1b_E Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 6-level text</u> when there are <u>limited clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u>).</p>
<p><b>R2.2: Make <u>inferences</u> in a <u>grade-level text</u></b></p> <p>R2.2.2_P Make <u>inferences</u> in a <u>grade 6-level continuous text</u> by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from <u>consecutive sentences</u> when there is no <u>competing information</u>.</p> <p>R2.2.3_P Make <u>inferences</u> in a <u>grade 6-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text where the connection between the parts is clear and when there is no <u>competing information</u>. (See example items in Appendix C.)</p> <p>R2.2.4_P Identify the first and last events/actions/steps in a sequence in a <u>grade 6-level text</u> when the sequence is explicitly stated. (See example items in Appendix C.)</p>	<p>R2.2.2_M Make <u>inferences</u> in a <u>grade 6-level continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from a paragraph but not in consecutive sentences, when there is <u>limited competing information</u>. (See example items in Appendix C.)</p> <p>R2.2.3_M Make <u>inferences</u> in a <u>grade 6-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is <u>limited competing information</u>. (See example items in Appendix C.)</p> <p>R2.2.4_M Identify the sequence of up to four <u>prominent events/actions/steps</u> in a <u>grade 6-level text</u> when the sequence is presented in <u>chronological order</u> in the text. (See example items in Appendix C.)</p>	<p>R2.2.2_E Make <u>inferences</u> in a <u>grade 6-level continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from one or more paragraphs when there is <u>more distance between the pieces of information to be related</u> and/or a lot of <u>competing information</u>. (See example items in Appendix C.)</p> <p>R2.2.3_E Make <u>inferences</u> in a <u>grade 6-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is a <u>lot of competing information</u>.</p> <p>R2.2.4_E Identify the sequence of up to four <u>events/actions/steps</u>, including some less <u>prominent</u> ones, in a <u>grade 6-level text</u> when the sequence has to be inferred (e.g., <u>one or more steps</u> are not explicitly stated) but there is <u>limited competing information</u>.</p>

## GRADE 6: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency		Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency	
R2.2.5_P	Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 6-level text</u> when there is limited <u>competing information</u> and when the point of view is explicitly stated. (See <i>example items in Appendix C.</i> )	Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 6-level text</u> when there is limited <u>competing information</u> and when the point of view is <u>prominent</u> but not explicitly stated. (See <i>example items in Appendix C.</i> )	R2.2.5_E	Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 6-level text</u> when there is a lot of <u>competing information</u> and when the point of view is less <u>prominent</u> and not explicitly stated. (See <i>example items in Appendix C.</i> )
R2.2.6_P	Identify evidence in a <u>grade 6-level text</u> to support or explain an idea, action, or statement when the relationship is explicit. (See <i>example items in Appendix C.</i> )	R2.2.6_M	R2.2.6_E	Identify <u>prominent</u> evidence in a <u>grade 6-level text</u> to support or explain an idea, action, or statement in the text when the relationship is not explicit. (See <i>example items in Appendix C.</i> )
R2.2.7_P	Recognize a basic conclusion from a <u>grade 6-level text</u> when the <u>conclusion</u> is explicitly stated.	R2.2.7_M	R2.2.7_E	Identify a basic conclusion from a <u>grade 6-level text</u> by synthesizing <u>prominent</u> information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated. (See <i>example items in Appendix C.</i> )

### R2.3: Establish the main and secondary ideas in a grade-level text

R2.3.1_P	Identify the <u>main idea</u> in a <u>grade 6-level text</u> when it is not <u>explicitly stated</u> . (See <i>example items in Appendix C.</i> )	R2.3.1_M	N/A	R2.3.1_E	N/A
R2.3.2_P	N/A	R2.3.2_M	Distinguish between a <u>prominent main idea</u> and secondary ideas in a <u>grade 6-level text</u> . (See <i>example items in Appendix C.</i> )	R2.3.2_E	Distinguish between the main idea and secondary ideas in a grade 6-level text. (See <i>example items in Appendix C.</i> )

## R3: REFLECT ON INFORMATION

### R3.1: Identify the purpose and audience of a text

R3.1.1_P	Identify the <u>purpose</u> of a <u>grade 6-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are <u>prominent clues</u> , <u>no competing information</u> , and the <u>purpose</u> is not explicitly stated.	R3.1.1_M	Identify the <u>purpose</u> of a <u>grade 6-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are <u>prominent</u> clues, <u>limited competing information</u> , and the <u>purpose</u> is not explicitly stated. (See <i>example items in Appendix C.</i> )	R3.1.1_E	Identify the <u>purpose</u> of a <u>grade 6-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are <u>fewer or less prominent</u> clues, a lot of <u>competing information</u> , and the <u>purpose</u> is not explicitly stated. (See <i>example items in Appendix C.</i> )
R3.1.2_P	N/A	R3.1.2_M	Identify <u>prominent</u> evidence in a <u>grade 6-level text</u> to support the identification of the <u>purpose</u> . (See <i>example items in Appendix C.</i> )	R3.1.2_E	Identify less <u>prominent</u> evidence in a <u>grade 6-level text</u> to support the identification of the <u>purpose</u> . (See <i>example items in Appendix C.</i> )
R3.1.3_P	N/A	R3.1.3_M	Identify the audience for a <u>grade 6-level text</u> when there are <u>prominent</u> clues, <u>limited competing information</u> , and the audience is not explicitly stated. (See <i>example items in Appendix C.</i> )	R3.1.3_E	Identify the audience for a <u>grade 6-level text</u> when there are <u>less prominent</u> clues, a lot of <u>competing information</u> , and the audience is not explicitly stated. (See <i>example items in Appendix C.</i> )

## GRADE 6: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3.2: Evaluate a text with justification R3.2.1_P Give an <u>opinion</u> (that is relevant to the text) about a <u>grade 6-level text</u> without providing evidence. ( <i>See example items in Appendix C.</i> )	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 6-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . ( <i>See example items in Appendix C.</i> )	R3.2.1_E Identify evidence from a <u>grade 6-level text</u> to support a given <u>opinion</u> that is contrary to expectations (when different perspectives are valid). ( <i>See example items in Appendix C.</i> )
R3.3: Evaluate the status of claims made in a text R3.3.1_P N/A	R3.3.1_M Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 6-level text</u> when the clues are <u>prominent</u> . ( <i>See example items in Appendix C.</i> )	R3.3.1_E Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 6-level text</u> when the clues are less <u>prominent</u> . ( <i>See example items in Appendix C.</i> )
R3.4: Evaluate the effectiveness of a text—not applicable to grade 6		



## GRADE 7: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency			
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>					
C1: RETRIEVE INFORMATION AT WORD LEVEL Not applicable at grade 7—content fully covered in grades 1 and 2					
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 7—content fully covered in grades 1, 2, and 3					
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 7—content fully covered in grades 2 and 3					
<b>D: DECODING</b>					
D1: PRECISION					
D1.1: Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>					
D1.1.1_P	If the grade 7 curriculum introduces new symbols, accurately say or sign <u>very common</u> and simple <u>grade 7-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M	If the grade 7 curriculum introduces new symbols, accurately say or sign <u>common grade 7-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_E	If the grade 7 curriculum introduces new symbols, accurately say or sign <u>grade 7-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> that are beyond those that are <u>common</u> for grade 7 (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Accurately say or sign <u>very common</u> and simple, isolated <u>grade 7-level words</u> (language- and country-specific).	D1.2.1_M	Accurately say or sign <u>common</u> , isolated <u>grade 7-level words</u> (language- and country-specific).	D1.2.1_E	Accurately say or sign more difficult, isolated <u>grade 7-level words</u> (language- and country-specific).
D2: FLUENCY					
D2.1: Say or sign a <u>grade-level continuous text</u> at pace and with accuracy					
D2.1.2_P	Accurately say or sign a <u>grade 7-level continuous text</u> at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M	Accurately say or sign a <u>grade 7-level continuous text</u> at a pace that meets minimum <u>country standards for fluency</u> for the language in which the assessment is administered.	D2.1.2_E	Accurately say or sign a <u>grade 7-level continuous text</u> at a pace that exceeds minimum <u>country standards for fluency</u> for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>					
R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of <u>common grade-level words</u>					
R1.1.1_P	Recognize the meaning of very common <u>grade 7-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).	R1.1.1_M	Recognize the meaning of <u>common grade 7-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ). (See example items in Appendix C.)	R1.1.1_E	Recognize the meaning of less common <u>grade 7-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).

## GRADE 7: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u> R1.2.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 7-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 7-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.2.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.2.3b_P N/A	R1.2.3b_M N/A	R1.2.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is a lot of <u>competing information</u> .
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u> R1.3.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 7-level continuous text</u> by <u>synonymous word matching</u> when there is limited <u>competing information</u> .	R1.3.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 7-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and/or there is a lot of <u>competing information</u> .
R1.3.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is limited <u>competing information</u> .	R1.3.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.3.3b_P N/A	R1.3.3b_M N/A	R1.3.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 7-level non-continuous text</u> (e.g., diagrams, tables, and graphs) by <u>synonymous word matching</u> when there is a lot of <u>competing information</u> .

## GRADE 7: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>R2: INTERPRET INFORMATION</b>		
<b>R2.1: Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a grade-level text</b>		
<p><b>R2.1.1a_P</b> Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u>) in a grade 7-level text when there are multiple <u>prominent clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u>).</p> <p><b>R2.1.1b_P</b> N/A</p>		
<b>R2.1.1a_M</b> Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a grade 7-level text when there are multiple <u>clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). (See <u>example items in Appendix C.</u> )	<b>R2.1.1a_E</b> Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a grade 7-level text when there are <u>limited clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).	
<b>R2.1.1b_M</b> Identify the meaning of <u>idiomatic or figurative expressions</u> in a grade 7-level text when there are multiple <u>clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u> ). (See <u>example items in Appendix C.</u> )	<b>R2.1.1b_E</b> Identify the meaning of <u>idiomatic or figurative expressions</u> in a grade 7-level text when there are <u>limited clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u> ).	
<b>R2.2: Make <u>inferences</u> in a grade-level text</b>		
<b>R2.2.2_P</b> Make <u>inferences</u> in a grade 7-level <u>continuous text</u> by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from <u>consecutive sentences</u> when there is no <u>competing information</u> .	<b>R2.2.2_M</b> Make <u>inferences</u> in a grade 7-level <u>continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from a paragraph but not in consecutive sentences when there is <u>limited competing information</u> . (See <u>example items in Appendix C.</u> )	<b>R2.2.2_E</b> Make <u>inferences</u> in a grade 7-level <u>continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) that appear in one or more paragraphs when there is more distance between the pieces of information and/or a lot of <u>competing information</u> . (See <u>example items in Appendix C.</u> )
<b>R2.2.3_P</b> Make <u>inferences</u> in a grade 7-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text where the connection between the parts is clear and when there is no <u>competing information</u> . (See <u>example items in Appendix C.</u> )	<b>R2.2.3_M</b> Make <u>inferences</u> in a grade 7-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is <u>limited competing information</u> . (See <u>example items in Appendix C.</u> )	<b>R2.2.3_E</b> Make <u>inferences</u> in a grade 7-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is a lot of <u>competing information</u> .
<b>R2.2.4_P</b> Identify the sequence of two <u>prominent events/actions/steps</u> in a grade 7-level <u>text</u> when the sequence is presented in <u>chronological order</u> in the text.	<b>R2.2.4_M</b> Identify the sequence of up to four <u>events/actions/steps</u> , including some less <u>prominent ones</u> , in a grade 7-level <u>text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) but there is <u>limited competing information</u> . (See <u>example items in Appendix C.</u> )	<b>R2.2.4_E</b> Identify the sequence of up to four <u>events/actions/steps</u> , including some less <u>prominent ones</u> , in a grade 7-level <u>text</u> when the sequence has to be inferred (e.g., <u>one or more steps</u> are not explicitly stated) and there is a lot of <u>competing information</u> such as overlapping timelines.

## GRADE 7: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R2.2.5_P Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 7-level text</u> when there is limited competing information and when the point of view is explicitly stated.	R2.2.5_M Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 7-level text</u> when there is limited competing information and when the point of view is prominent but not explicitly stated. (See example items in Appendix C.)	R2.2.5_E Identify a point of view (e.g., of a group, character, or the author) in a <u>grade 7-level text</u> when there is a lot of competing information and when the point of view is less prominent and not explicitly stated. (See example items in Appendix C.)
R2.2.6_P Identify evidence in a <u>grade 7-level text</u> to support or explain an idea, action, or statement in the text when the relationship is explicit.	R2.2.6_M Identify prominent evidence in a <u>grade 7-level text</u> to support or explain an idea, action, or statement in the text when the relationship is not explicit. (See example items in Appendix C.)	R2.2.6_E Identify prominent and detailed or less prominent evidence in a <u>grade 7-level text</u> to support or explain an idea, action, or statement in a text when the relationship is not explicit. (See example items in Appendix C.)
R2.2.7_P Recognize a basic <u>conclusion</u> from a <u>grade 7-level text</u> when the <u>conclusion</u> is explicitly stated.	R2.2.7_M Draw a basic <u>conclusion</u> from a <u>grade 7-level text</u> by synthesizing prominent information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated. (See example items in Appendix C.)	R2.2.7_E Draw a <u>conclusion</u> from a <u>grade 7-level text</u> by synthesizing prominent and detailed or less prominent information from more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated.
R2.3: Establish the main and secondary ideas in a <u>grade-level text</u>		
R2.3.1_P Identify the <u>main idea</u> in a <u>grade 7-level text</u> or part of a text (e.g., a paragraph) when it is not <u>explicitly stated</u> .	R2.3.1_M Distinguish between a prominent <u>main idea</u> and secondary ideas in a <u>grade 7-level text</u> or part of a text (e.g., a paragraph). (See example items in Appendix C.)	R2.3.1_E Distinguish between the <u>main idea</u> and secondary ideas in a <u>grade 7-level text</u> or part of a text (e.g., a paragraph).
<b>R3: REFLECT ON INFORMATION</b>		
R3.1: Identify the <u>purpose</u> and audience of a text		
R3.1.1_P Identify the <u>purpose</u> of a <u>grade 7-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple prominent clues, no competing information, and the <u>purpose</u> is not explicitly stated. (See example items in Appendix C.)	R3.1.1_M Identify the <u>purpose</u> of a <u>grade 7-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple clues, limited competing information, and the <u>purpose</u> is not explicitly stated. (See example items in Appendix C.)	R3.1.1_E Identify the <u>purpose</u> of a <u>grade 7-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are fewer or less prominent clues, a lot of competing information, and the <u>purpose</u> is not explicitly stated.
R3.1.2_P Use prominent evidence in a <u>grade 7-level text</u> to support the identification of the <u>purpose</u> .	R3.1.2_M Use evidence in a <u>grade 7-level text</u> to support the identification of the <u>purpose</u> . (See example items in Appendix C.)	R3.1.2_E N/A
R3.1.3a_P N/A	R3.1.3a_M Identify the audience for a <u>grade 7-level text</u> when there are prominent clues, limited competing information, and the audience is not explicitly stated. (See example items in Appendix C.)	R3.1.3a_E Identify the audience for a <u>grade 7-level text</u> when there are less prominent clues, limited competing information, and the audience is not explicitly stated.
R3.1.3b_P N/A	R3.1.3b_M Use prominent evidence in a <u>grade 7-level text</u> to support the identification of the audience. (See example items in Appendix C.)	R3.1.3b_E Use prominent and less prominent evidence in a <u>grade 7-level text</u> to support the identification of the audience.

## GRADE 7: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3.2: Evaluate a text with justification R3.2.1_P Give an <u>opinion</u> on the <u>main idea</u> (when R3.2.1_M different perspectives are valid) in a <u>grade 7-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> .	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 7-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . ( <i>See example items in Appendix C.</i> )	R3.2.1_E Identify evidence from a <u>grade 7-level text</u> to support a given <u>opinion</u> that is contrary to expectations (when different perspectives are valid).
R3.3: Evaluate the status of claims made in a text R3.3.1_P Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 7-level text</u> when the clues are <u>prominent</u> .	R3.3.1_M Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 7-level text</u> . ( <i>See example items in Appendix C.</i> )	R3.3.1_E Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 7-level text</u> and use evidence to justify that <u>opinion</u> .
R3.4: Evaluate the effectiveness of a text—not applicable to grade 7		



## GRADE 8: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency			
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>					
C1: RETRIEVE INFORMATION AT WORD LEVEL Not applicable at grade 8—content fully covered in grades 1 and 2					
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 8—content fully covered in grades 1, 2, and 3					
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 8—content fully covered in grades 2 and 3					
<b>D: DECODING</b>					
D1: PRECISION					
D1.1: Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>					
D1.1.1_P	If the grade 8 curriculum introduces new symbols, accurately say or sign very <u>common</u> and simple <u>grade 8-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M	If the grade 8 curriculum introduces new symbols, accurately say or sign <u>common grade 8-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_E	If the grade 8 curriculum introduces new symbols, accurately say or sign <u>grade 8-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> that are beyond those that are <u>common</u> for grade 8 (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Accurately say or sign <u>very common</u> and simple, isolated <u>grade 8-level words</u> (language- and country-specific).	D1.2.1_M	Accurately say or sign <u>common</u> , isolated <u>grade 8-level words</u> (language- and country-specific).	D1.2.1_E	Accurately say or sign more difficult, isolated <u>grade 8-level words</u> (language- and country-specific).
D2: FLUENCY					
D2.1: Say or sign a <u>grade-level continuous text</u> at pace and with accuracy					
D2.1.2_P	Accurately say or sign a <u>grade 8-level continuous text</u> at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M	Accurately say or sign a <u>grade 8-level continuous text</u> at a pace that meets minimum <u>country standards for fluency</u> for the language in which the assessment is administered.	D2.1.2_E	Accurately say or sign a <u>grade 8-level continuous text</u> at a pace that exceeds minimum <u>country standards for fluency</u> for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>					
R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of <u>common grade-level words</u>					
R1.1.1_P	Recognize the meaning of very <u>common grade 8-level words</u> (e.g., <i>match a given word to an illustration or synonym or brief definition</i> ).	R1.1.1_M	Recognize the meaning of <u>common grade 8-level words</u> (e.g., <i>match a given word to an illustration or synonym or brief definition</i> ). (See example items in Appendix C.)	R1.1.1_E	Recognize the meaning of less <u>common grade 8-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).

## GRADE 8: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R1.2: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>direct- or close-word matching</u> R1.2.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 8-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is adjacent to the matched word and there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is nearby but not adjacent to the matched word and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 8-level continuous text</u> by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.2.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is limited <u>competing information</u> .	R1.2.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.2.3b_P N/A	R1.2.3b_M Retrieve a single piece of <u>explicit information</u> that meets two criteria from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.2.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>direct- or close-word matching</u> when there is a lot of <u>competing information</u> .
R1.3: Retrieve <u>explicit information</u> in a <u>grade-level text</u> by <u>synonymous word matching</u> R1.3.2_P Retrieve a single piece of <u>prominent, explicit information</u> from a <u>grade 8-level continuous text</u> by <u>synonymous word matching</u> when there is limited <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.2_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 8-level continuous text</u> by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and/or there is a lot of <u>competing information</u> .
R1.3.3a_P Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is <u>prominent</u> (e.g., the heading or a caption) and there is limited <u>competing information</u> .	R1.3.3a_M Retrieve a single piece of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> and there is <u>competing information</u> . <i>(See example items in Appendix C.)</i>	R1.3.3a_E Retrieve multiple pieces of <u>explicit information</u> from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>synonymous word matching</u> when the information required is not <u>prominent</u> or there is a lot of <u>competing information</u> .
R1.3.3b_P N/A	R1.3.3b_M N/A	R1.3.3b_E Retrieve a single piece of <u>explicit information</u> that meets multiple criteria from a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by <u>synonymous word matching</u> when there is a lot of <u>competing information</u> .

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Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>R2: INTERPRET INFORMATION</b>		
<b>R2.1: Identify the meaning of <u>unknown words</u> and <u>expressions</u> in a <u>grade-level text</u></b>		
R2.1.1a_P Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 8-level text</u> when there are multiple <u>prominent</u> clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of <u>unknown words</u></u> ).	R2.1.1a_M Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 8-level text</u> when there are multiple clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of <u>unknown words</u></u> ). (See example items in Appendix C.)	R2.1.1a_E Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a <u>grade 8-level text</u> when there are limited clues (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of <u>unknown words</u></u> ).
R2.1.1b_P N/A	R2.1.1b_M Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 8-level text</u> when there are multiple clues (e.g., <u>use language-specific semantic clues or contextual clues</u> ).	R2.1.1b_E Identify the meaning of <u>idiomatic</u> or <u>figurative expressions</u> in a <u>grade 8-level text</u> when there are limited clues (e.g., <u>use language-specific semantic clues or contextual clues</u> ).
<b>R2.2: Make <u>inferences</u> in a <u>grade-level text</u></b>		
R2.2.2_P Make <u>inferences</u> in a <u>grade 8-level continuous text</u> by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from <u>consecutive sentences</u> when there is no <u>competing information</u> . (See example items in Appendix C.)	R2.2.2_M Make <u>inferences</u> in a <u>grade 8-level continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from a paragraph but not in <u>consecutive sentences</u> , when there is limited <u>competing information</u> .	R2.2.2_E Make <u>inferences</u> in a <u>grade 8-level continuous text</u> by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from one or more paragraphs when there is more distance <u>between the pieces of related information</u> and/or a lot of <u>competing information</u> . (See example items in Appendix C.)
R2.2.3_P Make <u>inferences</u> in a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text where the connection between the parts is clear and when there is no <u>competing information</u> .	R2.2.3_M Make <u>inferences</u> in a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is limited <u>competing information</u> . (See example items in Appendix C.)	R2.2.3_E Make <u>inferences</u> in a <u>grade 8-level non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit</u> and/or <u>implicit information</u> (e.g., causal relationship or comparisons) from two parts of the text when there is a lot of <u>competing information</u> .
R2.2.4_P Identify the sequence of events/actions/steps in a <u>grade 8-level text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) but there is limited <u>competing information</u> .	R2.2.4_M Identify the sequence of events/actions/steps in a <u>grade 8-level text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) and there is <u>competing information</u> such as overlapping timelines. (See example items in Appendix C.)	R2.2.4_E Identify the sequence of events/actions/steps in a <u>grade 8-level text</u> when the sequence is not presented in <u>chronological order</u> in the text.
R2.2.5_P Identify, compare, or contrast point(s) of view (e.g., of a group, character, or the author) in a <u>grade 8-level text</u> when there is limited <u>competing information</u> and when the point of view is explicitly stated.	R2.2.5_M Identify, compare, or contrast point(s) of view (e.g., of a group, character, or the author) in a <u>grade 8-level text</u> when there is limited <u>competing information</u> and when the point of view is <u>prominent</u> but not explicitly stated.	R2.2.5_E Identify, compare, or contrast points of view (e.g., of a group, character, or the author) in a <u>grade 8-level text</u> when there is a lot of <u>competing information</u> and when the point of view is less <u>prominent</u> and not explicitly stated. (See example items in Appendix C.)

## GRADE 8: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R2.2.6_P Identify evidence in a <u>grade 8-level text</u> to support or explain an idea, action, or statement in the text when the relationship is explicit. <i>(See example items in Appendix C.)</i>	R2.2.6_M Identify <u>prominent</u> evidence in a <u>grade 8-level text</u> to support or explain an idea, action, or statement in the text when the relationship is not explicit.	R2.2.6_E Identify <u>prominent</u> and detailed or less <u>prominent</u> evidence in a <u>grade 8-level text</u> to support or explain an idea, action, or statement in a text when the relationship is not explicit.
R2.2.7_P Recognize a basic <u>conclusion</u> from a <u>grade 8-level text</u> when the <u>conclusion</u> is explicitly stated.	R2.2.7_M Draw a basic <u>conclusion</u> from a <u>grade 8-level text</u> by synthesizing <u>prominent</u> information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated. <i>(See example items in Appendix C.)</i>	R2.2.7_E Draw a <u>conclusion</u> from a <u>grade 8-level text</u> by synthesizing <u>prominent</u> and detailed or less <u>prominent</u> information from one or more paragraphs and/or sections when the <u>conclusion</u> is clearly implied but not explicitly stated.
<b>R2.3: Establish the main and secondary ideas in a grade-level text</b>		
R2.3.1_P Identify the <u>main idea</u> in a <u>grade 8-level text</u> or part of a text (e.g., a paragraph) when it is not explicitly stated. <i>(See example items in Appendix C.)</i>	R2.3.1_M N/A	R2.3.1_E N/A
R2.3.2_P N/A	R2.3.2_M Distinguish between a <u>prominent</u> <u>main idea</u> and <u>secondary ideas</u> in a <u>grade 8-level text</u> or part of a text (e.g., a paragraph). <i>(See example items in Appendix C.)</i>	R2.3.2_E Distinguish between the <u>main idea</u> and <u>secondary ideas</u> in a <u>grade 8-level text</u> or part of a text (e.g., a paragraph).
<b>R3: REFLECT ON INFORMATION</b>		
<b>R3.1: Identify the purpose and audience of a text</b>		
R3.1.1_P Identify the <u>purpose</u> of a <u>grade 8-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple <u>prominent</u> clues, no <u>competing</u> information, and the <u>purpose</u> is not explicitly stated.	R3.1.1_M Identify the <u>purpose</u> of a <u>grade 8-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple clues, limited <u>competing</u> information, and the <u>purpose</u> is not explicitly stated. <i>(See example items in Appendix C.)</i>	R3.1.1_E Identify the <u>purpose</u> of a <u>grade 8-level text</u> or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are fewer or less <u>prominent</u> clues, a lot of <u>competing</u> information, and the <u>purpose</u> is not explicitly stated.
R3.1.2_P Use <u>prominent</u> evidence in a <u>grade 8-level text</u> to support the identification of the <u>purpose</u> .	R3.1.2_M Use evidence in a <u>grade 8-level text</u> to support the identification of the <u>purpose</u> . <i>(See example items in Appendix C.)</i>	R3.1.2_E N/A
R3.1.3a_P Identify the audience for a <u>grade 8-level text</u> when there are multiple <u>prominent</u> clues, limited <u>competing</u> information, and the audience is not explicitly stated.	R3.1.3a_M Identify the audience for a <u>grade 8-level text</u> when there are multiple clues, limited <u>competing</u> information, and the audience is not explicitly stated. <i>(See example items in Appendix C.)</i>	R3.1.3a_E Identify the audience of a <u>grade 8-level text</u> when there are less <u>prominent</u> clues, a lot of <u>competing</u> information, and the audience is not explicitly stated.
R3.1.3b_P Use <u>prominent</u> evidence in a <u>grade 8-level text</u> to support the identification of the audience. <i>(See example items in Appendix C.)</i>	R3.1.3b_M Use relevant evidence in a <u>grade 8-level text</u> to support the identification of the audience. <i>(See example items in Appendix C.)</i>	R3.1.3b_E Use the most relevant evidence or multiple pieces of relevant evidence in a <u>grade 8-level text</u> to support the identification of the audience.

## GRADE 8: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3.2: Evaluate a text with justification R3.2.1_P Give an <u>opinion</u> on the <u>main idea</u> (when different perspectives are valid) in a <u>grade 8-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> .	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 8-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . <i>(See example items in Appendix C.)</i>	R3.2.1_E Identify evidence from a <u>grade 8-level text</u> to support a given <u>opinion</u> that is contrary to expectations (when different perspectives are valid).
R3.3: Evaluate the status of claims made in a text R3.3.1_P Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 8-level text</u> when the clues are <u>prominent</u> .	R3.3.1_M Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 8-level text</u> . <i>(See example items in Appendix C.)</i>	R3.3.1_E Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 8-level text</u> and use evidence to justify.
R3.4: Evaluate the effectiveness of a text R3.4.1_P N/A	R3.4.1_M Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a highly conventional way in a <u>grade 8-level text</u> . <i>(See example items in Appendix C.)</i>	R3.4.1_E Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a conventional way in a <u>grade 8-level text</u> . <i>(See example items in Appendix C.)</i>



## GRADE 9: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency			
<b>C. COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE</b>					
C1: RETRIEVE INFORMATION AT WORD LEVEL Not applicable at grade 9—content fully covered in grades 1 and 2					
C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 9—content fully covered in grades 1, 2, and 3					
C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL Not applicable at grade 9—content fully covered in grades 2 and 3					
<b>D: DECODING</b>					
D1: PRECISION					
D1.1: Identify <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u>					
D1.1.1_P	If the grade 9 curriculum introduces new symbols, accurately say or sign <u>very common</u> and simple <u>grade 9-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_M	If the grade 9 curriculum introduces new symbols, accurately say or sign <u>common grade 9-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> (language- and country-specific).	D1.1.1_E	If the grade 9 curriculum introduces new symbols, accurately say or sign <u>grade 9-level symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme correspondences</u> that are beyond those that are <u>common</u> for grade 9 (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Accurately say or sign <u>very common</u> and simple, <u>isolated grade 9-level words</u> (language- and country-specific).	D1.2.1_M	Accurately say or sign <u>common, isolated grade 9-level words</u> (language- and country-specific).	D1.2.1_E	Accurately say or sign more difficult, <u>isolated grade 9-level words</u> (language- and country-specific).
D2: FLUENCY					
D2.1: Say or sign a <u>grade-level continuous text</u> at pace and with accuracy					
D2.1.2_P	Accurately say or sign a <u>grade 9-level continuous text</u> at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., word-by-word).	D2.1.2_M	Accurately say or sign a <u>grade 9-level continuous text</u> at a pace that meets minimal <u>country standards for fluency</u> for the language in which the assessment is administered.	D2.1.2_E	Accurately say or sign a <u>grade 9-level continuous text</u> at a pace that exceeds minimal <u>country standards for fluency</u> for the language in which the assessment is administered.
<b>R: READING COMPREHENSION</b>					
R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of <u>common grade-level words</u>					
R1.1.1_P	Recognize the meaning of <u>very common grade 9-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ).	R1.1.1_M	Recognize the meaning of <u>common grade 9-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ). (See example items in Appendix C.)	R1.1.1_E	Recognize the meaning of less <u>common grade 9-level words</u> (e.g., <i>match a given word to an illustration, synonym, or brief definition</i> ). (See example items in Appendix C.)

## GRADE 9: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>R1.2: Retrieve explicit information in a grade-level text by direct- or close-word matching</b>		
R1.2.2_P Retrieve a single piece of prominent, explicit information from a grade 9-level continuous text by direct- or close-word matching when the information required is adjacent to the matched word and there is limited competing information. <i>(See example items in Appendix C.)</i>	R1.2.2_M Retrieve a single piece of explicit information from a grade 9-level continuous text by direct- or close-word matching when the information required is nearby but not adjacent to the matched word and there is competing information. <i>(See example items in Appendix C.)</i>	R1.2.2_E Retrieve multiple pieces of explicit information from a grade 9-level continuous text by direct- or close-word matching when the information required is not prominent or there is a lot of competing information.
R1.2.3a_P Retrieve a single piece of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by direct- or close-word matching when the information required is prominent (e.g., the heading or a caption) and there is limited competing information.	R1.2.3a_M Retrieve a single piece of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by direct- or close-word matching when the information required is not prominent and there is competing information. <i>(See example items in Appendix C.)</i>	R1.2.3a_E Retrieve multiple pieces of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by direct- or close-word matching when the information required is not prominent or there is a lot of competing information.
R1.2.3b_P N/A	R1.2.3b_M Retrieve a single piece of explicit information that meets two criteria from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by direct- or close-word matching when there is competing information. <i>(See example items in Appendix C.)</i>	R1.2.3b_E Retrieve a single piece of explicit information that meets multiple criteria from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by direct- or close-word matching when there is a lot of competing information.
<b>R1.3: Retrieve explicit information in a grade-level text by synonymous word matching</b>		
R1.3.2_P Retrieve a single piece of prominent, explicit information from a grade 9-level continuous text by synonymous word matching when there is limited competing information.	R1.3.2_M Retrieve a single piece of explicit information from a grade 9-level continuous text by synonymous word matching when the information required is not prominent and there is competing information.	R1.3.2_E Retrieve multiple pieces of explicit information from a grade 9-level continuous text by synonymous word matching when the information required is not prominent and/or there is a lot of competing information. <i>(See example items in Appendix C.)</i>
R1.3.3a_P Retrieve a single piece of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by synonymous word matching when the information required is prominent (e.g., the heading or a caption) and there is limited competing information.	R1.3.3a_M Retrieve a single piece of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by synonymous word matching when the information required is not prominent and there is competing information. <i>(See example items in Appendix C.)</i>	R1.3.3a_E Retrieve multiple pieces of explicit information from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by synonymous word matching when the information required is not prominent or there is a lot of competing information.
R1.3.3b_P N/A	R1.3.3b_M Retrieve a single piece of explicit information that meets two criteria from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by synonymous word matching when there is competing information. <i>(See example items in Appendix C.)</i>	R1.3.3b_E Retrieve a single piece of explicit information that meets multiple criteria from a grade 9-level non-continuous text (e.g., detailed diagrams, tables, and graphs) by synonymous word matching when there is a lot of competing information.

## GRADE 9: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
<b>R2: INTERPRET INFORMATION</b>		
<b>R2.1: Identify the meaning of unknown words and expressions in a grade-level text</b>		
R2.1.1a_P Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a grade 9-level text when there are multiple <u>prominent clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).	R2.1.1a_M Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a grade 9-level text when there are multiple <u>clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ). (See <u>example items in Appendix C.</u> )	R2.1.1a_E Identify the meaning of <u>unknown words</u> (including <u>familiar words used in unfamiliar ways</u> ) in a grade 9-level continuous text when there are <u>limited clues</u> (e.g., <u>use language-specific morphological clues or contextual clues to identify the meaning of unknown words</u> ).
R2.1.1b_P N/A	R2.1.1b_M Identify the meaning of <u>idiomatic or figurative expressions</u> in a grade 9-level text when there are multiple <u>clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u> ). (See <u>example items in Appendix C.</u> )	R2.1.1b_E Identify the meaning of <u>idiomatic or figurative expressions</u> in a grade 9-level text when there are <u>limited clues</u> (e.g., <u>use language-specific semantic clues or contextual clues</u> ).
<b>R2.2: Make inferences in a grade-level text</b>		
R2.2.2_P Make <u>inferences</u> in a grade 9-level <u>continuous text</u> by relating two pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from <u>consecutive sentences</u> when there is <u>no competing information</u> . (See <u>example items in Appendix C.</u> )	R2.2.2_M Make <u>inferences</u> in a grade 9-level <u>continuous text</u> by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from a paragraph but not in consecutive sentences when there is <u>limited competing information</u> .	R2.2.2_E Make <u>inferences</u> in a grade 9-level <u>continuous text</u> by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) in <u>one or more paragraphs</u> when there is <u>more distance between the pieces of information and/or a lot of competing information</u> .
R2.2.3_P Make <u>inferences</u> in a grade 9-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from two parts of the <u>non-continuous text</u> where the connection between the parts is clear and when there is <u>no competing information</u> .	R2.2.3_M Make <u>inferences</u> in a grade 9-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from two parts of the <u>non-continuous text</u> when there is <u>limited competing information</u> . (See <u>example items in Appendix C.</u> )	R2.2.3_E Make <u>inferences</u> in a grade 9-level <u>non-continuous text</u> (e.g., detailed diagrams, tables, and graphs) by relating two or more pieces of <u>explicit and/or implicit information</u> (e.g., causal relationship or comparisons) from two parts of the <u>non-continuous text</u> when there is <u>a lot of competing information</u> .
R2.2.4_P Identify the sequence of events/actions/steps in a grade 9-level <u>text</u> when the sequence has to be inferred (e.g., a step is not explicitly stated) and there is <u>competing information</u> such as overlapping timelines. (See <u>example items in Appendix C.</u> )	R2.2.4_M Identify the sequence of events/actions/steps in a grade 9-level <u>text</u> when the sequence is not presented in <u>chronological order</u> in the text. (See <u>example items in Appendix C.</u> )	R2.2.4_E Identify the sequence of events/actions/steps in a grade 9-level <u>text</u> when the sequence is not presented in <u>chronological order</u> in the text and some elements of the sequence must be inferred and/or there is <u>competing information</u> .

## GRADE 9: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency		Meets Global Minimum Proficiency		Exceeds Global Minimum Proficiency	
R2.2.5_P	Identify, compare, or contrast point(s) of view (e.g., of a group, character, or the author) in a grade 9-level text when there is limited competing information and when the point of view is explicitly stated.	R2.2.5_M	Identify, compare, or contrast point(s) of view (e.g., of a group, character, or the author) in a grade 9-level text when there is limited competing information and when the point of view is prominent but not explicitly stated.	R2.2.5_E	Identify, compare, or contrast points of view (e.g., of a group, character, or the author) in a grade 9-level text when there is a lot of competing information and when the point of view is less prominent and not explicitly stated. (See example items in Appendix C.)
R2.2.6_P	Identify, compare, or contrast evidence in a grade 9-level text to support or explain an idea, action, or statement in the text when the relationship is explicit.	R2.2.6_M	Identify, compare, or contrast prominent evidence in a grade 9-level text to support or explain an idea, action, or statement in the text when the relationship is not explicit. (See example items in Appendix C.)	R2.2.6_E	Identify, compare, or contrast prominent and detailed or less prominent evidence in a grade 9-level text to support or explain an idea, action, or statement in a text when the relationship is not explicit.
R2.2.7_P	Recognize a basic conclusion from a grade 9-level text when the conclusion is explicitly stated.	R2.2.7_M	Draw a basic conclusion from a grade 9-level text by synthesizing prominent information from one or more paragraphs and/or sections when the conclusion is clearly implied but not explicitly stated. (See example items in Appendix C.)	R2.2.7_E	Draw a conclusion from a grade 9-level text by synthesizing prominent and detailed or less prominent information from one or more paragraphs and/or sections when the conclusion is clearly implied but not explicitly stated. (See example items in Appendix C.)
R2.2.8_P	Apply information from a grade 9-level text to a new example (e.g., classify new items based on a described scheme with simple criterion) when the scheme is simple, explicit, and based on a single criterion. (See example items in Appendix C.)	R2.2.8_M	Apply information from a grade 9-level text to a new example (e.g., classify new items based on a described scheme) when the scheme is explicit and based on multiple criteria. (See example items in Appendix C.)	R2.2.8_E	Apply information from a grade 9-level text to a new example (e.g., classify new items based on a scheme) when the scheme is not explicit and based on multiple criteria.
<b>R2.3: Establish the main and secondary ideas in a grade-level text</b>					
R2.3.1_P	Identify the main idea in a grade 9-level text or part of a text (e.g., a paragraph) when it is not explicitly stated.	R2.3.1_M	N/A	R2.3.1_E	N/A
R2.3.2_P	N/A	R2.3.2_M	Distinguish between a prominent main idea and secondary ideas in a grade 9-level text or part of a text (e.g., a paragraph).	R2.3.2_E	Distinguish between the main idea and secondary ideas in a grade 9-level text or part of a text (e.g., a paragraph). (See example items in Appendix C.)
<b>R3: REFLECT ON INFORMATION</b>					
<b>R3.1: Identify the purpose and audience of a text</b>					
R3.1.1_P	Identify the purpose of a grade 9-level text or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple prominent clues, no competing information, and the purpose is not explicitly stated.	R3.1.1_M	Identify the purpose of a grade 9-level text or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are multiple clues, limited competing information, and the purpose is not explicitly stated. (See example items in Appendix C.)	R3.1.1_E	Identify the purpose of a grade 9-level text or features of the text (e.g., images/graphics, paratextual features, and vocabulary) when there are fewer or less prominent clues, a lot of competing information, and the purpose is not explicitly stated.
R3.1.2_P	Use prominent evidence in a grade 9-level text to support the identification of the purpose.	R3.1.2_M	Use evidence in a grade 9-level text to support the identification of the purpose. (See example items in Appendix C.)	R3.1.2_E	N/A

## GRADE 9: READING – DESCRIPTORS FOR THE THREE HIGHEST GLOBAL MINIMUM PROFICIENCY LEVELS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
R3.1.3a_P Identify the audience for a <u>grade 9-level text</u> when there are multiple <u>prominent clues</u> , limited <u>competing information</u> , and the audience is not explicitly stated.	R3.1.3a_M Identify the audience for a <u>grade 9-level text</u> when there are multiple clues, limited <u>competing information</u> , and the audience is not explicitly stated ( <i>See example items in Appendix C.</i> )	R3.1.3a_E Identify the audience of a <u>grade 9-level text</u> when there are less <u>prominent</u> clues, a lot of <u>competing information</u> , and the audience is not explicitly stated.
R3.1.3b_P Use <u>prominent</u> evidence in a <u>grade 9-level text</u> to support the identification of the audience.	R3.1.3b_M Use relevant evidence in a <u>grade 9-level text</u> to support the identification of the audience. ( <i>See example items in Appendix C.</i> )	R3.1.3b_E Use the most relevant evidence or multiple pieces of relevant evidence in a <u>grade 9-level text</u> to support the identification of the audience.
<b>R3.2: Evaluate a text with justification</b>		
R3.2.1_P Give an <u>opinion</u> on the <u>main idea</u> (when different perspectives are valid) in a <u>grade 9-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> .	R3.2.1_M Give an <u>opinion</u> (when different perspectives are valid) about a <u>grade 9-level text</u> and use <u>prominent</u> evidence from the text to justify that <u>opinion</u> . ( <i>See example items in Appendix C.</i> )	R3.2.1_E Identify evidence from a <u>grade 9-level text</u> to support a given <u>opinion</u> that is contrary to expectations (when different perspectives are valid).
R3.2.2_P N/A	R3.2.2_M Evaluate the conclusion presented in a <u>grade 9-level informational text</u> where the <u>conclusion</u> is clearly stated. ( <i>See example items in Appendix C.</i> )	R3.2.2_E Evaluate the conclusion presented in a <u>grade 9-level informational text</u> where the conclusion is less clearly stated.
<b>R3.3: Evaluate the status of claims made in a text</b>		
R3.3.1_P Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 9-level text</u> when the clues are <u>prominent</u> . ( <i>See example items in Appendix C.</i> )	R3.3.1_M Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 9-level text</u> . ( <i>See example items in Appendix C.</i> )	R3.3.1_E Distinguish between factual information and <u>opinion (as presented)</u> in a <u>grade 9-level text</u> and use evidence to justify that <u>opinion</u> .
R3.3.2_P N/A	R3.3.2_M Recognize signs of credibility in a <u>grade 9-level text</u> presented in digital format or on social media when the clues are <u>prominent</u> .	R3.3.2_E Recognize signs of credibility in a <u>grade 9-level text</u> presented in digital format or on social media when the clues are less <u>prominent</u> .
<b>R3.4: Evaluate the effectiveness of a text</b>		
R3.4.1_P Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a highly conventional way in a <u>grade 9-level text</u> .	R3.4.1_M Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a conventional way in a <u>grade 9-level text</u> . ( <i>See example items in Appendix C.</i> )	R3.4.1_E Evaluate the effectiveness of the choice of features (e.g., images/graphics, paratextual features, and vocabulary) when these are used in a less conventional way in a <u>grade 9-level text</u> .

# **GLOSSARY AND REFERENCES**

## GLOSSARY

Term	Definition
Across a paragraph	The information sought is located in two or more places within a single paragraph, but not in consecutive sentences. The reader must retrieve, and in the case of interpreting information, connect information from the different places in the paragraph in order to answer the question.
Across consecutive sentences	The information sought is located in two sentences that are next to each other in the text. The reader must retrieve, and in the case of interpreting information, connect information from both sentences in order to answer the question.
Across one or more paragraphs	The information sought is located in two or more places within a single paragraph or in two or more paragraphs. The information is not in consecutive sentences. The reader must retrieve, and in the case of interpreting information, connect information from the different places in the paragraph(s) in order to answer the question.
As presented	Readers are often asked to evaluate factual information in a text or to distinguish between what is factual and what is an opinion. Since the reader is unlikely to have access to materials to help them fact check during an assessment, they have to identify clues to determine which elements of the text are intended to be read as fact and which as opinion.
Chronological order	Actions, events, or steps presented in the order in which they occurred in time, meaning the event that happened first appears first, the second one next, etc. Sometimes this is also referred to as linear order.
Common (including less common and very common)	Words, expressions, symbol-sound/fingerspelling or symbol-morpheme correspondences that are common are those that students know, either because teachers have taught them, explicitly, in the classroom and they appear often in texts, or because students use, hear, or see them frequently inside or outside the classroom. "Very common" words, expressions, and symbol-sound or symbol-morpheme correspondences are those that are formally taught by teachers early in the school year because they appear very frequently in texts and oral/signed communications. They are also usually words that students use, see, or hear regularly in their everyday interactions inside and outside the classroom. "Less common" words, expressions, and symbol-sound or symbol-morpheme correspondences are those that teachers may or may not have taught explicitly, but that are not frequently used in the class interactions or in texts. Students do not generally use, see, or hear them inside or outside the classroom. What constitutes very common, common, or less common words depends on the context. What is a very familiar word for grade 2 students in one context may be an unfamiliar word for grade 2 students in another context.
Competing information (including limited and a lot of competing information)	Information in a text that is similar in one or more respects to the information targeted by the question and, hence, may be mistakenly identified by the learner as the target information. The more competing information in a text, the more difficult it can be for a learner to identify the target information. Limited competing information means there is very little information that could confuse a reader, or the information is not prominent in the text. A lot of competing information means there is more information in the text to confuse the reader, and/or that information is more prominent. For example, if the text is, "Niry went to the store. She bought bananas. The potatoes were too expensive, so she bought yams instead" and the question is, "What did Niry buy at the store?" the answer has limited competing information, namely, the fact that three items are named, but Niry only bought two. It is also important to note that the competing information may be in the text itself, or it may be in the prior knowledge the reader brings to the task. An example of the latter is a reader reading a passage on dwarf sharks who is under the impression that all sharks are large. That reader brings competing background information to the reading task that may confuse their understanding of the passage. This would be considered some competing information or just "competing information."
Conclusion	A judgment or decision based on information implied or inferred in written text or spoken/signed communications.
Continuous text and grade X-level continuous text	Texts are formed by sentences organized into paragraphs. Examples of continuous texts include newspaper reports, essays, novels, short stories, reviews, and letters (PISA 2018 Reading Framework). For more details on grade-level continuous texts, see the entry below on grade-level text.
Country standards for fluency	Country expectations for how quickly and accurately a student in a given grade level should be able to decode a grade-level continuous text in a given language. Minimum fluency standards should be evidence-based, language-specific, and reflect the minimum level required to read with comprehension in the language of instruction. These expectations should vary by grade, language, and possibly context. Expectations should be documented through country content or performance standards.

## GLOSSARY

Term	Definition
Direct- or close-word matching	The words used in the question are the same as or close to those used in the text needed to answer the question. An example of direct-word matching is a sentence that reads, "Ali eats a banana" and the question is, "What is it that Ali eats?" Both the text and the question in this case use the words "Ali" and "eats." An example of close-word matching is a sentence that reads, "Abdul eats apples" and the question is, "What does Abdul eat?" The reader can locate the answer by matching the verb "eat" in the question with the verb "eats" in the text. The two words are a close, but not direct, match. Close matches generally involve differences in verb tenses or singular/plurals.
Distractor	Incorrect answer in a multiple-choice question.
Explicit information	Information that is clearly, plainly stated in a text; no inferences are needed.
Expressions	See the definitions for "idiomatic expressions" and "figurative expressions" below.
Familiar words	A word that is familiar to most learners in the grade that they have heard, seen, and used in class or outside of class. The term "familiar words" is often used synonymously with "common" words.
Familiar words used in unfamiliar ways	When a familiar word is used in a way that is not familiar to students, it becomes an unfamiliar or unknown word. For example, students may understand the meaning of the word "train" when it is used as a noun (e.g., "The team took the train to the meet") but not when it is used as a verb (e.g., "The team trained hard for the meet").
Features used in a conventional way	Paratextual features with which the learner is familiar, as they are often used in texts at this grade level (e.g., conventional graphs, tables, and diagrams; illustrations or photos used in a way that has become familiar to learners at this grade level; or recognizable formatting and text features).
Features used in a highly conventional way	Paratextual features with which the learner is very familiar as they are widely used in texts at this or the previous grade-level (e.g., very conventional graphs, tables, or diagrams; very traditional formatting; basic text features like titles, headings, bold, italics, illustrations, photos, used in a very traditional way).
Figurative expressions	Descriptive phrases and sentences used to convey a message that means something other than what is literally being said. Similes (comparisons between two unlike things using the words "like," "as," or "than"), metaphors (direct comparisons without using the comparative words "like" or "as"), oxymorons (descriptions using two opposite ideas to create an effective description), and hyperbole (an over-exaggeration used to emphasize an emotion or description) are all types of figurative expressions, among others. Examples include, "She is as busy as a bee," "He is a shining star," "The loud silence of night kept him awake while camping," and "I'm as cold as ice."
General topic	What the text is about; generally stated as a single word or phrase. For example, a text passage might be about "sharks" or "a boy who lost his homework."
Grade-level (or grade X-level) symbol-sound/fingerspelling correspondences	See the glossary entry below for symbol-sound/fingerspelling correspondences.
Grade-level (or grade X-level) text	A text that meets country standards for appropriate length and complexity of a text for the grade level. See also glossary entries on continuous and non-continuous text. More details about grade-level continuous and non-continuous texts and how to determine if a text is appropriate for the grade level are included in <b>Appendix A</b> for texts used for comprehension of spoken or signed language assessment items and <b>Appendix C</b> for reading comprehension assessment items.
Grade-level (or grade X-level) word	A word that is taught at the respective grade level in the country of interest or that students at that grade level are expected to know and understand.
Idiomatic expressions	A group of words with an established meaning unrelated to the meanings of the individual words. Idiomatic expressions are usually specific to languages and contexts. Some common English idiomatic expressions are, "It's a piece of cake," which is used to mean "It's easy," not that it is actually a piece of dessert, and "Hold your tongue," which means, "Be quiet," not to literally hold one's tongue with one's hand.
Implicit information	Information that is implied or suggested, but not clearly stated. Learners understand the information through use of other clues in the text.

## GLOSSARY

Term	Definition
Inferences (including simple inferences)	Information that is not directly stated in the text. The reader/student must draw on their prior knowledge of a topic and relevant clues in the text (words, images, sounds) to understand the information. A simple inference is one that requires limited background information and experience and only involves connecting two pieces of information. For example, given a passage about a girl falling asleep during dinner, a learner should be able to identify how that girl is feeling (tired).
Informational text	A non-fiction continuous text that gives information about a particular topic; for example, ancient Egypt, recycling, or volcanoes.
Key	Correct answer in a multiple choice question.
Main Idea	The primary point or concept that the author wants to communicate to the reader in a text or a paragraph. To identify the main idea, one can ask, "What is being said about the person, place, thing, or idea?"
Metaphors	A figure of speech that describes an object or action in a way that is not literally true, but helps explain an idea or make a comparison. Metaphors involve direct comparisons without using the comparative words "like" or "as." For example, "The calm lake was a mirror."
Mixed Texts	Text comprised of both continuous and non-continuous elements; for example, a newspaper article comprising prose and a table.
Morphemes	The smallest unit of meaning that cannot be further divided. A base word might be a morpheme, but a suffix, prefix, or root also represents a morpheme. For example, the word "red" is a single morpheme, but the word "unpredictable" is made of the morphemes un + pre + dict + able.
Non-continuous text and grade X-level non-continuous text	Non-continuous texts are organized differently than continuous texts. Examples of non-continuous text objects are lists, tables, graphs, diagrams, advertisements, schedules, catalogues, indices, and forms (PISA 2018 Reading Framework). For more details on grade-level non-continuous texts, see the entry above on grade-level text.
Opinion	Attitudes or judgements about a text that cannot be proven right or wrong.
Prominent (including less prominent and more prominent)	Standing out so as to be seen easily; conspicuous; particularly noticeable. For example, information included in the first sentence or title of a text or that is repeated often throughout a text is generally thought to be very prominent.
Purpose	The reason the author has written the text.
Similes	Comparisons between two unlike things using the words "like," "as," or "than." An English example is, "She is sweeter than honey."
Symbol-morpheme correspondences	A morpheme is the smallest unit of meaning that cannot be further divided. So, a base word might be a morpheme, but a suffix, prefix, or root also represents a morpheme. For example, the word "red" is a single morpheme, but the word "unpredictable" is made of the morphemes un + pre + dict + able. In some languages, there is not a one-to-one correspondence between morphemes and the sounds they make. Instead, the same morpheme may make more than one sound, or a single sound can be represented by multiple morphemes. In those languages, it is best to refer to the sound-morpheme correspondence.
Symbol-sound/fingerspelling correspondences	Connecting a sound or sign to the letter or symbol that makes that sound/sign. The appropriate sound-symbol correspondences for each grade for the language should be determined by the country since the requirements between languages will be very different given the different writing systems. Countries should refer to their national content and performance standards to identify appropriate sound-symbol correspondences for each grade level, or if they do not have standards, they should refer to the grade level curriculum. See also the glossary entry above for symbol-morpheme correspondences, which is closely related.
Synonymous word matching	The words used in the question are synonyms of the words used in the text. For example, the text reads, "Ali loves bananas. He eats them every day," and the question is, "What does Ali like?" In this example, the synonyms are "loves" and "like."
Unknown words	A word that students do not know the meaning of, although its meaning can be inferred by examining clues in the text or in the word itself (in the case of words composed of morphemes and root or base words). It should be accessible to students at the relevant grade but likely has not been taught in the classroom.
Within a single sentence	All of the information sought can be found in a single sentence.

## REFERENCES

PISA 2018 Reading Framework. Available at <https://www.oecd-ilibrary.org/sites/5c07e4f1-en/index.html?itemId=/content/component/5c07e4f1-en>

# **APPENDIX A: EXAMPLE OF COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE TEXTS AND ITEMS**

The following appendix contains example grade-level texts and criteria for those texts that should help GPF users identify what those who created the GPF mean when they refer to a grade-level text. This is critical since so much of the GPDs rely on GPF users and policy linking panelists interpreting the level of a given assessment/text, since not all assessments have been written specifically for the grade level of learners being assessed, nor are they all of equivalent difficulty. In order to put learners across different contexts on the same scale, we need to judge their ability to understand texts with similar levels of difficulty. Nonetheless, it is critical to note that the below criteria were created in English, and while language experts reviewed the criteria to ensure they would apply across different contexts, the length of the texts that are appropriate across different languages is still an open question, given that word lengths vary significantly across languages. Thus, the criteria on text length should be taken to be correct across most, but not necessarily all, languages. Especially complex languages with very long words may need to have slightly shorter passages.

## GRADE 1 COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE TEXT CRITERIA

Grade 1 texts should generally be simple 2–3 sentence-connected texts based on familiar content and a simple storyline. Text should be narrative and contain no more than two characters. Vocabulary should be limited to common, everyday words with highly familiar meanings. Finally, texts should supply explicit clues, making simple inferences generally not possible.

### Grade 1 Example Text:

This boy's name is Chen (point to a picture of the boy). Chen went to the shop. He bought some apples, but the shop had no oranges left.

**Table 6: Grade 1 Examples—C1.2.1**

#### C1: RETRIEVE INFORMATION AT WORD LEVEL

C1.2: Recognize the meaning of common grade-level words in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds
C1.2.1_P When listening to a short (approximately 2- or 3-sentence), simple, grade 1-level continuous text, identify the meaning of very common words.	C1.2.1_M When listening to a short (approximately 2- or 3-sentence), simple, grade 1-level continuous text, identify the meaning of common words.	C1.2.1_E When listening to a short (approximately 2- or 3-sentence), simple, grade 1-level continuous text, identify the meaning of less common words.
<b>C1.2.1 Example Items</b>		
<ul style="list-style-type: none"> <li>Point to an orange (among other pictures).</li> <li>Point to an apple (among other pictures).</li> </ul>	<ul style="list-style-type: none"> <li>Point to a shop (among other pictures).</li> <li>What is a shop? What does it mean to buy something?</li> </ul>	<ul style="list-style-type: none"> <li>What does the word “left” mean in the sentence, “But the shop had no more oranges left?”</li> </ul>

**Table 7: Grade 1 Examples—C2.1.1****C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL**

C2.1: Retrieve explicit information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds
C2.1.1_P When listening to a simple 2- or 3-sentence grade 1-level continuous text, identify the main character or event by direct- or close-word matching when there is no competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_M When listening to a simple 2- or 3-sentence grade 1-level continuous text, retrieve explicit information by simple synonymous word matching when there is no competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_E When listening to a simple 2- or 3-sentence grade 1-level continuous text, retrieve explicit information by simple synonymous word matching when there is limited competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.
<b>C2.1.1 Example Items</b>		
• What was the boy's name?	• Where did the boy go?	• What did Chen buy?

**GRADE 2 COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE TEXT CRITERIA**

Grade 2 texts should generally be very short texts (4–6 sentences may make sense in some contexts, but this depends on the length of words) based on a familiar theme with a simple storyline (e.g., simple, predictable content; a clear main idea with few details). Texts should be mainly narrative but may include some simple, familiar information texts or instructions. Narrative texts should contain a maximum of three characters. Vocabulary should be limited to common, everyday words with highly familiar meaning. Texts should also supply some explicit clues and details to allow the listener to make simple inferences.

**Grade 2 Example Text 1—Narrative: Tadala’s Deed**

One day Tadala found a bag and he picked it up. He took the bag to the village chief. The next week, the chief called Tadala to come speak with him. The chief told him that the woman who owned the bag was very thankful Tadala returned the bag. The chief gave Tadala a football and a box of oranges from the woman to say thank you. Tadala loved football, he was so happy he found the bag.

**Grade 2 Example Text 2—Expository: At the Watering Hole**

It is a hot day. Many animals from the savannah come to drink at the watering hole. Some come alone and others come in groups. The big rhino comes to drink alone. The tall giraffe comes to drink alone. A pack of growling hyenas come to drink. A flock of squawking birds comes to drink. At the end of the day, all of the animals of the savannah have come to drink from the watering hole.

**Table 8: Grade 2 Examples—C1.2.1**

**C1: RETRIEVE INFORMATION AT WORD LEVEL**

C1.2: Recognize the meaning of common grade-level words in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds			
C1.2.1_P When listening to a short, grade 2-level continuous text, identify the meaning of very common words.	C1.2.1_M When listening to a short, grade 2-level continuous text, identify the meaning of common words.	C1.2.1_E When listening to a short grade 2-level continuous text, identify the meaning of less common words.			
<b>C1.2.1 Example Items</b>					
<ul style="list-style-type: none"> <li>Point to the picture of the bag (among other pictures).</li> <li>Point to a box (among other pictures).</li> </ul>	<ul style="list-style-type: none"> <li>Point to the picture of a drink (among other pictures of food).</li> </ul>	<ul style="list-style-type: none"> <li>Point to the picture of the football (among other pictures).</li> <li>Point to an orange (among other pictures).</li> <li>Point to the happy face (among other pictures).</li> <li>What does it mean to pick something up?</li> </ul>	<ul style="list-style-type: none"> <li>Point to the rhino (among other animals).</li> <li>Point to a bird (among other animals).</li> <li>What does it mean to drink?</li> </ul>	<ul style="list-style-type: none"> <li>What does it meant to be thankful?</li> <li>What is a chief?</li> </ul>	<ul style="list-style-type: none"> <li>Point to the picture of the savannah (among other habitats).</li> <li>Show me how to growl.</li> <li>Show me how to squawk.</li> </ul>

**Table 9: Grade 2 Examples—C2.1.1**

**C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL**

C2.1: Retrieve explicit information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds			
C2.1.1_P When listening to a short, grade 2-level continuous text, retrieve prominent, explicit information by direct- or close-word matching when there is no competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_M When listening to a short, grade 2-level continuous text, retrieve explicit information by direct- or close-word matching or by simple synonymous word matching when there is limited competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_E When listening to a short grade 2-level continuous text, retrieve explicit information by direct- or close-word matching or by synonymous word matching when there is a lot of competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.			
<b>C2.1.1 Example Items</b>					
<ul style="list-style-type: none"> <li>What did Tadala find?</li> <li>Where did he take the bag?</li> <li>When did the chief ask Tadala to come speak with him?</li> </ul>	<ul style="list-style-type: none"> <li>What animals come to drink at the watering hole?</li> </ul>	<ul style="list-style-type: none"> <li>What did the chief tell Tadala?</li> <li>Who was thankful that Tadala returned the bag?</li> </ul>	<ul style="list-style-type: none"> <li>What animals come to drink in groups?</li> <li>What animals come to drink alone?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the three characters in this story?</li> <li>What are the gifts that Tadala received?</li> </ul>	<ul style="list-style-type: none"> <li>What sound do hyenas make?</li> <li>What sound do the birds make?</li> <li>Describe the giraffe.</li> <li>Describe the rhino.</li> </ul>

**Table 10: Grade 2 Examples—C3.1.1****C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL**

C3.1: Interpret information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds
C3.1.1_P N/A. No GPD at this level.	C3.1.1_M When listening to a short, grade 2-level continuous text, make simple inferences by connecting pieces of prominent, explicit information when there are multiple clues and limited competing information. This will generally be in response to a “why” or “how” question.	C3.1.1_E When listening to a short, grade 2-level continuous text, make simple inferences by connecting pieces of explicit information when the clues are located in different parts of the text and there is a lot of competing information. This will generally be in response to a “why” or “how” question.
<b>C3.1.1 Example Items</b>		
N/A. No GPD at this level.	<ul style="list-style-type: none"> <li>• Why do you think Tadala took the bag to the village chief?</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the watering hole?</li> <li>• Why do you think the woman gave Tadala gifts?</li> <li>• What are the animals drinking?</li> <li>• Why did the animals come to drink at the watering hole?</li> </ul>

**GRADE 3 COMPREHENSION OF SPOKEN OR SIGNED LANGUAGE TEXT CRITERIA**

Grade 3 texts should generally be short texts (8–10 sentences, but this depends on the length of the words) based on a familiar theme with a clear storyline (e.g., a clear main idea and storyline with clearly sequenced events) and clear organization of ideas. The text should have familiar sentence structures and some implied meaning. Texts can either be narrative or informational but should not overwhelm the listener with extensive detail. Vocabulary should include a range of everyday words with a few uncommon words that the listener can easily understand using the text context. In diglossic languages and L2 contexts, vocabulary and grammar should be limited to what has been taught.

**Grade 3 Example Text 1—Narrative: Noga the Small Girl**

Noga is the smallest girl in her class. She does not like being small. Her mother tells her not to worry. “It’s ok to be small,” she says. But Noga does not think it is ok to be small.

One day, when Noga is out walking, she hears a chirping sound coming from a small hole in a tree. Noga crawls into the hole and sees a baby bird. Noga gently picks up the bird. She crawls out of the hole and gently places the bird onto a branch of the tree. The bird chirps happily.

“How lucky that I was walking past, and not some big kid,” Noga thinks. She smiles and walks home. She keeps smiling the whole way home.

**Grade 3 Example Text 2—Expository: Animals in Nature**

In nature, certain animals eat other animals. These animals are called predators. The animals that predators eat are called prey. Prey do not want to be eaten. So, they have found many ways to avoid being eaten! These ways are called defenses. Animals like the porcupine have sharp spikes on their bodies to keep predators away. Animals like spiders and snakes bite poison into their predators. This hurts or kills predators. Animals like chameleons and octopuses use camouflage so that predators cannot see them. Animals like gazelles and wildebeest can run fast to get away from predators. Sometimes prey are lucky, and do not get caught. And, other times, they are eaten. This is how nature works.

**Table 11: Grade 3 Examples—C2.1.1****C2: RETRIEVE INFORMATION AT SENTENCE OR TEXT LEVEL**

C2.1: Retrieve explicit information in a short, grade-level continuous text read to or signed for learner

Partial	Meets	Exceeds			
C2.1.1_P When listening to a short, grade 3-level continuous text, retrieve prominent, explicit information by direct- or close-word matching when there is no competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_M When listening to a short, grade 3-level continuous text, retrieve explicit information by direct- or close-word matching or simple synonymous word matching when there is limited competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.	C2.1.1_E When listening to a short, grade 3-level continuous text, retrieve explicit information by direct- or close-word matching or synonymous word matching when there is a lot of competing information. This will generally be in response to a “who,” “what,” “when,” or “where” question.			
<b>C2.1.1 Example Items</b>					
<ul style="list-style-type: none"> <li>Who is Noga?</li> <li>What does Noga find?</li> <li>What are predators?</li> </ul>	<ul style="list-style-type: none"> <li>Why do some animals have sharp spikes?</li> <li>Why do spiders and snakes like to bite their predators?</li> <li>How do gazelles and wildebeest avoid being eaten?</li> </ul>	<ul style="list-style-type: none"> <li>How does Noga get the bird?</li> <li>Where does Noga put the baby bird at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>Why do chameleons and octopuses use camouflage?</li> </ul>	<ul style="list-style-type: none"> <li>How does Noga feel about being small at the beginning?</li> </ul>	<ul style="list-style-type: none"> <li>Are prey always able to get away from predators?</li> </ul>

**Table 12: Grade 3 Examples—C3.1.1****C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL**

C3.1: Interpret information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds			
C3.1.1_P When listening to a short, grade 3-level continuous text, make simple inferences by connecting pieces of prominent, explicit information when there is no competing information, and the answer is not explicitly stated. This will generally be in response to a “why” or “how” question.	C3.1.1_M When listening to a short, grade 3-level continuous text, make simple inferences by connecting pieces of explicit information located in different parts of the text and when there is limited competing information and the answer is not explicitly stated. This will generally be in response to a “why” or “how” question.	C3.1.1_E When listening to a short, grade 3-level continuous text, make simple inferences by connecting pieces of explicit information located in different parts of the text when there is a lot of competing information, the information is less prominent, and the answer is not explicitly stated. This will generally be in response to a “why” or “how” question.			
<b>C3.1.1 Example Items</b>					
<ul style="list-style-type: none"> <li>How does the bird feel when Noga places him onto a branch of the tree?</li> <li>How does Noga feel about being small at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>In this text, is the porcupine a prey or a predator?</li> <li>In this text, is the spider a prey or a predator?</li> </ul>	<ul style="list-style-type: none"> <li>How does Noga know there is a baby bird nearby?</li> </ul>	<ul style="list-style-type: none"> <li>Why do sharp spikes help keep predators away?</li> </ul>	<ul style="list-style-type: none"> <li>Why is it lucky that Noga and not a big kid walked by?</li> <li>How do you think the bird felt at the end of the story? Why do you think that?</li> <li>Why is Noga smiling at the end?</li> <li>What has Noga learned at the end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>How does camouflage help octopuses get away from their predators?</li> <li>Why don’t prey always get away from their predators?</li> </ul>

**Table 13: Grade 3 Examples—C3.1.2**

**C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL**

C3.1: Interpret information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds		
C3.1.2_P N/A. No GPD at this level.	C3.1.2_M When listening to a short, grade 3-level continuous text, infer the meaning of unknown words when there are prominent clues (e.g., use language-specific morphological clues or contextual clues to identify the meaning of unknown words).	C3.1.2_E When listening to a short, grade 3-level continuous text, identify the meaning of unknown words when clues are less prominent (e.g., use language-specific morphological clues or contextual clues to identify the meaning of unknown words).		
<b>C3.1.2 Example Items</b>				
N/A. No GPD at this level.	<ul style="list-style-type: none"> <li>• What does it mean to be the smallest?</li> <li>• What is a branch?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a predator?</li> <li>• What is prey?</li> <li>• How would you describe “spikes”?</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to chirp?</li> <li>• What does “gently” mean?</li> <li>• What does “happily” mean?</li> <li>• What does “lucky” mean in the sentence “How lucky that I was walking past and not some big kid”?</li> </ul>	<ul style="list-style-type: none"> <li>• What does nature mean in this text?</li> <li>• What are defenses?</li> <li>• What does “lucky” mean in the sentence “sometimes prey are lucky”?</li> </ul>

**Table 14: Grade 3 Examples—C3.1.3**

**C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL**

C3.1: Interpret information in a short, grade-level continuous text read to or signed for the learner

Partial	Meets	Exceeds		
C3.1.3_P When listening to a short, grade 3-level continuous text, associate a noun with a pronoun reference when there is no competing information.	C3.1.3_M When listening to a short, grade 3-level continuous text, associate a noun with a pronoun reference when there is competing information.	C3.1.3_E N/A. No GPD at this level.		
<b>C3.1.3 Example Items</b>				
<ul style="list-style-type: none"> <li>• Who does “she” represent in the following part of the text: “Noga is the smallest girl in her class. She does not like being small.”</li> <li>• (she = Noga)</li> </ul>	<ul style="list-style-type: none"> <li>• What does “they” represent in the following part of the text: “Prey do not want to be eaten. So, <u>they</u> have found many ways to avoid being eaten!”</li> <li>• (they = prey)</li> </ul>	<ul style="list-style-type: none"> <li>• Who does “her” represent in the following part of the text: “Noga is the smallest girl in her class. She does not like being small. <u>Her</u> mother tells her not to worry. ‘It’s ok to be small’ she says.”</li> <li>• (her = Noga)</li> </ul>	<ul style="list-style-type: none"> <li>• What does “them” represent in the following part of the text: “Animals like chameleons and octopuses use camouflage so that predators cannot see <u>them</u>.”</li> <li>• (them = chameleons and octopuses)</li> </ul>	N/A. No GPD at this level.

**Table 15: Grade 3 Examples—C3.1.4****C3: INTERPRET INFORMATION AT SENTENCE OR TEXT LEVEL**

C3.1: Interpret information in a short, grade-level continuous text read to or signed for the learner

<b>Partial</b>	<b>Meets</b>	<b>Exceeds</b>
C3.1.4_P When listening to a short, grade 3-level continuous text, demonstrate a basic understanding of the text by connecting prominent, implicit, and explicit information (e.g., identifying main ideas, events, or characters).	C3.1.4_M When listening to a short, grade 3-level continuous text, demonstrate a broad understanding of the text by connecting implicit and explicit information (e.g., identifying main ideas, events, or characters).	C3.1.4_E When listening to a short, grade 3-level continuous text, demonstrate a comprehensive understanding of the text by connecting implicit and explicit information (e.g., identifying ideas, events, or characters).
<b>C3.1.4 Example Items</b>		
<ul style="list-style-type: none"> <li>Why is the baby bird chirping happily? (Noga saved it from the hole).</li> <li>List at least three things that prey use to avoid being eaten. (sharp spikes, bite poison, camouflage, running fast)</li> <li>List at least three prey mentioned in the text. (Porcupine, spiders and snakes, chameleons and octopus, gazelles and wildebeest)</li> </ul>	<ul style="list-style-type: none"> <li>Why could Noga save the baby bird? (She is small, and the hole is small, so she could easily crawl into the hole to save the bird.)</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea of the text, "Animals in nature"? (How prey defend themselves from predators.)</li> <li>Why is Noga smiling at the end of the text? (She is happy because she saved a baby bird. She could save the baby bird because she was small enough to crawl into the hole it was in.)</li> <li>Why does Noga think she is lucky she was walking past? (Because if it had been a bigger kid, they would have been too big to crawl into the small hole and save the baby bird.)</li> <li>At the end of the text, it says, "This is how nature works." What does that mean? (It means that even with defenses, some prey still get eaten. Whether or not a prey gets eaten also depends on luck.)</li> </ul>

# **APPENDIX B: GPF TEXT COMPLEXITY CONTINUUM AND EXAMPLES**

## DOCUMENT DESIGN

The main purpose of this annex is to describe a continuum of text complexity from the start of primary to the end of lower secondary to support the interpretation of the Global Proficiency Framework Reading proficiency indicators and Sustainable Development Goal (SDG) 4.I.I, in particular, the minimum proficiency levels (MPLs) given in indicator 4.I.I.

**SDG GOAL 4.I** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

**Indicator 4.I.I** Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

The Global Proficiency Framework (GPF) for Reading breaks reading into domains, constructs, sub-constructs, and descriptors within each domain. The framework describes proficiency in terms of “partially meets,” “meets,” and “exceeds” for each descriptor at each grade from Grade 1 to Grade 9. The distinctions between the grade levels are heavily reliant on references to “grade-level texts.” Accordingly, it is essential to provide some definition of grade-level texts. This paper aims to support that definition by describing a continuum of text complexity and examples of texts at designated grade levels. In this context, the term “text” applies to written or printed artifacts, whether paper-based or digital, that comprise language arranged in sentences and paragraphs (continuous texts) or other meaningful structures such as lists, tables, or labeled diagrams (non-continuous texts). While Grade 1 is included in the GPF, it is not included in this description of text complexity because the Grade 1 focus is on single words, rather than longer continuous or non-continuous texts.

## A Continuum of Text Complexity

### MANY FACTORS

Evaluating text complexity requires complex judgments based on consideration of many factors that can make reading a text with comprehension more or less difficult. The text itself—the length, the structure, the vocabulary, the extent of the challenge involved in interpretation—need to be considered. The student’s context also matters, as what is familiar, whether through formal teaching or through general background knowledge, influences the extent to which students will find it easier or harder to understand the text.

This annex provides broad guidelines about key factors that affect the complexity of a text at various grade levels. Sample texts are offered for illustration.

### GRADE-APPROPRIATE

The assumption is that a grade-appropriate text is one that most students in that grade would be able to read independently and largely understand. That is, they would understand the main ideas and important details, but may not understand every aspect of the text. (Note that in the early years of school, students’ aural comprehension will be considerably more advanced than the texts they are able to read independently.) In order for text complexity to be reflected in assessment results, the items must address the main ideas and important details, so that student understanding of the overall text is assessed. A further

important assumption is that, in general, the complexity of the text will be reflected in the difficulty of the items; that is, simple texts will support easy items and complex texts will have items that require students to think carefully about the meaning of the text.<sup>4</sup>

### **ON-BALANCE JUDGMENTS**

As texts become more complex, the factors that affect how difficult the text is to comprehend also become more complex. This is not a uniform trajectory. The overall complexity of a text must be an on-balance judgment, based on consideration of the interplay of all of the factors mentioned above, including the students' context.

The intention in this annex is to describe the key factors that affect complexity when these are relatively evenly balanced within a text. This helps to support differentiating text complexity between grade levels, but many texts may not exhibit such even balance, especially as texts become more complex. Some factors in a text may be easier than those suggested at a grade level and others may be harder. An on-balance judgment is required about where the text best fits.

The intention here is also to describe and illustrate an average text that sits within a designated grade and would be considered on balance, too easy for most students in the grade above and too hard for most students in the grade below. An average text is positioned, as much as possible, in the middle of a continuum of text complexity for a grade. There is no hard boundary between grade levels for text complexity, and there will be many texts that are borderline and fall into grey areas of being possibly suitable for many students in two adjacent grades. Some parts of a text may be simple and some parts more complex. Considered judgements are required about overall complexity and the extent to which this is appropriate for most students in a given grade.

### **CONTINUUM AND MPLS**

There are many clear differences between a grade two-level text, a grade three-level text, and a grade four-level text, making it reasonably straightforward to describe and differentiate texts at each of these grades. However, it becomes increasingly difficult to make fine, between-grade level distinctions above grade four. From grade five on, there is an increasing number of ways in which each of the factors that affect complexity (for example, length, familiarity of content or vocabulary) might be made more challenging and the interplay of factors also becomes more complex. The wider range of text types that students are expected to encounter as they become more proficient readers also makes comparisons of text complexity more challenging. It is more meaningful to make broader distinctions. Accordingly, because the focus of the MPLs is on grades two/three, end of primary (typically grade six), and end of lower secondary (typically grade nine), this document focuses on the factors that affect text complexity at grade two, grade three, grade six, and grade nine. Sample texts at these levels are described in terms of the key factors affecting text complexity. Additional texts are located along the continuum—at the intermediate grades, grades four and five, and grades seven and eight—but no descriptions of the factors affecting text complexity are provided for these grades. The intermediary grade texts have been ranked based on on-balance judgements.

### **MAKING COMPARISONS**

Ranking through pairwise comparison of texts is strongly recommended as a strategy to support allocating a text to a grade level of complexity.

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<sup>4</sup> It should be noted that this is not always the case, and indeed in some assessments part of the design is to include items with a range of difficulty that is based on a single text. This allows students with low reading skills and students with strong reading skills to demonstrate the extent of their proficiency.

A new text can be compared with sample texts at a grade level within this document, making a judgment each time about whether the new text is harder or easier than the sample texts. If it is generally harder than the texts at one level, the new text can be compared with texts at the next level and so on, until an appropriate position is identified in the continuum of complexity.

## CONTEXT RELEVANCE

This document is intended to provide guidance about determining text complexity with the important caveat that guidance should always be adjusted according to the language and context.

Text length, which is of critical importance in grades two and three, is only specified approximately. An indicative word count is given in English on the understanding that languages with longer words may adopt a shorter word count. Similarly, where a sentence count is given, this is on the understanding that more very short sentences, or fewer longer sentences, might also be appropriate. The sample texts provide guidance about the scope of the content that is expected to be covered in a grade-level text.

Familiarity is of critical importance at all grades. Content, structure, and vocabulary should be very familiar at lower grades, and the degree of familiarity will depend on what has been taught as well as personal experience, at home and in the local community. As texts become more complex, most factors start to become less familiar. Again, what “less familiar” means will depend on what has been taught and what most students are likely to have encountered outside school.

In some languages—languages with “transparent orthographies”—there is a consistent relationship between graphemes and phonemes (that is, a given sound in the language is always represented by the same written symbol). Children who are learning to read in their mother tongue in such languages will be able to understand written language sooner and more easily than children in other circumstances. These “other circumstances” can take a variety of forms. In diglossic languages, languages with large symbol sets, character-based languages, and languages with deep orthographies, the words students are able to read with understanding may depend on what they have been taught. This also applies in contexts where the school language is not the home or community language of the students. The words that are used in grade-appropriate texts should be limited to words that students have been taught to recognize and understand, or that they should be able to decode and understand.

## GRADE 2

**Table 16: General Features of Grade 2-level Texts**

Feature	Scope	Elaboration	Contextualization
Length	Very short	A few sentences: approximately 20-30 words in English.	Fewer words in agglutinative or highly synthetic languages
Familiarity	Very familiar	Everyday experiences, events, and objects that are likely to be familiar to the students	Context dependent
Predictability	Medium	Context or setting is familiar and somewhat predictable, but includes details that cannot be predicted to ensure that students are required to make meaning from the text	
Challenge	As little as possible	Little or no implied information, minimal competing information, and possibly also supportive illustrations	
Text structure	Very simple	Familiar structure with a clear main idea, only one or two characters, few details	
Vocabulary	Very common	Simple words that are likely to have been encountered often and typically describe concrete concepts; may include a highly-supported uncommon word	Depends on the transparency of the orthography and the language background of the students
Sentence structure	Simple and common	Simple sentences or a simple compound sentence that is commonly encountered	Language dependent

### Text Types at Grade 2

At grade two, texts are so short that they are mainly simple descriptions. Texts typically have a single character engaged in a simple action, or a very brief description of a single object or event.

A reading assessment is intended to measure reading comprehension, which means a set of questions about a text must require students to read the whole text. It should not be possible for students to use general or prior knowledge to answer any questions without reading the text, or to accurately predict the answers to most questions after reading the title, or the first line. Each question may be based on a small part of the text, but as a set, the questions should require students to read all of the text.

### Grade 2, Example 1—Information (Description): Van

Van is at school. He has new pencils.

Van draws a picture of a big tree with green leaves and red flowers.

**Explanation:** This extremely short text (22 words) describes a familiar activity of a child drawing a picture using very common words. There is one longer sentence, which is a list of the things Van draws. There is minimal competing information; the colors of the leaves are predictably green and the flowers are red. There is a very simple implied connection that Van is using the new pencils to draw.

See Appendix C for sample Van items.

## Grade 2, Example 2—Information (Description): Maya

My name is Maya. After school, I always sweep the yard. Then I have a snack. Mum likes having a nice clean yard.

**Explanation:** This extremely short text (23 words) describes a familiar short sequence of three events, using very common words: coming home from school, sweeping the yard, and having a snack. There is minimal competing information, as a second person, Mum, is mentioned once. There is a simple, predictable implication that Mum will be pleased with Maya's work.

## Grade 2, Example 3—Information: The Pippi

The Pippi



This is a shell.

The shell is shut.

An animal lives in this shell.

The animal is called a pippi.



If you open the shell, you can see the pippi.

**Explanation:** This very short text (30 words) presents a simple idea about a familiar concept of a sea shell (the text is not suitable for students with no concept of a sea shell). All of the words are very common except for "pippi." However, this is the name of the animal and is strongly supported by the illustrations.

See Appendix C for sample Pippi items.

## GRADE 3

**Table 17: General Features of Grade 3-level Texts**

Feature	Scope	Elaboration	Contextualization
Length	Short	Six or more sentences: approximately 60-80 words in English	Fewer words in agglutinative or highly synthetic languages; fewer sentences if long sentences are commonly used
Familiarity	Familiar	Common everyday experiences, events, and objects	Context dependent
Predictability	Medium	Context or setting is familiar and somewhat predictable, but includes details that cannot be predicted to ensure that students are required to make meaning from the text	
Challenge	Minimal	Limited competing information; simple implied information	
Text structure	Very simple	Familiar, straightforward structure; a clear main idea with some supporting details; logical progression	
Vocabulary	Very common	A range of words with familiar meanings that typically describe concrete concepts and some common abstract concepts; may include a highly-supported uncommon word	Depends on the transparency of the orthography and the language background of the students
Sentence structure	Simple and common	A variety of simple sentence structures that are commonly encountered	Language dependent

A reading assessment is intended to measure reading comprehension, which means a set of questions about a text must require students to read the whole text. It should not be possible for students to use general or prior knowledge to answer any questions without reading the text, or to accurately predict the answers to most questions after reading the title or the first line. Each question may be based on a small part of the text, but as a set, the questions should require students to read all of the text.

**Table 18: Text Types at Grade 3**

Text type	Key elements of text type	Features at Grade 3
Stories	A problem is resolved.	The focus is on characters and how they resolve a dilemma. Typically, any interactions are between two characters only, though there may be an additional minor character. Actions are limited and clearly related to a consequence.
Information (descriptions)	An event, location, lifestyle, daily habit, object, plant, or animal is described.	The focus is on presenting an idea or an event rather than characters. Typically gives an account of a familiar activity, description of a familiar setting, or simple factual information. Details are limited. Multiple people may be named, but they are not developed as characters.

### Grade 3, Example 1—Story: The Mango

Abdul was walking home. It was a hot day and Abdul was cross. He was feeling tired and hungry. He sat down under a big mango tree. It was nice and cool, so he fell asleep. Suddenly, a big mango fell on him and woke him up. Abdul ate the mango. Now he was happy.

**Explanation:** This is a short text (55 words) of 8 sentences that uses common words. The setting of walking along on a hot day should be familiar to most students, even those from cool climates.

In this story, Abdul's problem is that he is hot, tired, hungry, and cross. The consequence is that he lies under a cool tree to sleep. His problem is resolved when a mango drops on his head. This is a simple, straightforward story with a single character. While the outcome, Abdul's happiness, might be predictable, the way the outcome happens is not.

The character's name, gender, and the kind of fruit tree can be changed to make them familiar to students.

See Appendix C for sample Mango items.

### **Grade 3, Example 2—Story: Tadala’s deed**

One day Tadala found a bag and he picked it up. He took the bag to the village chief. The next week, the chief called Tadala to come speak with him. The chief told him that the woman who owned the bag was very thankful that Tadala had returned the bag. The chief gave Tadala a football and a box of oranges from the woman to say thank you. Tadala loved football. He was so happy he had found the bag.

**Explanation:** This is a short text (76 words) and 7 sentences that uses common words. The context of finding and handing in a lost article should be familiar to students, as should the idea of being rewarded for providing assistance.

In this story, the problem is that Tadala finds a bag, which he gives to the chief. As a consequence, he receives an unexpected reward. This is a simple, straightforward story. While the outcome of Tadala being rewarded in some way for doing the right thing might be predictable, the nature of the reward is not.

The character's name and the gifts given as a reward can be changed so that they are familiar. The village chief can be changed to an appropriate person to manage lost property. The gender of the characters can also be changed.

### **Grade 3, Example 3—Story: The fox and the grapes**

A proud young fox saw some grapes hanging over a fence. They looked delicious.

“I am strong. I will get some grapes,” said the fox. He jumped up, but it was not high enough. He jumped again, and again. Then the fox heard a donkey laughing.

“You were boasting and now you look silly,” said the donkey.

**Explanation:** This is a short text (57 words) with 8 sentences, including some very short sentences. There are two less common words, “laughing” and “boasting,” that are supported in context and are also fairly predictable. The context should be familiar to students.

In this story, the problem is that the fox wants some grapes and boasts that he is strong enough to jump up and get them. The fox fails and a donkey laughs at him. The reason for the donkey's amusement and the fox's consequent change in attitude is explicitly stated. There is a clear implication that the fox is humiliated or embarrassed. This is a straightforward, familiar interaction between two characters, with details that are specific to this story.

The kinds of animals and the kind of overhanging fruit can be changed so that they are familiar to students.

### **Grade 3, Example 4—Information (Description): Grass**

Grass grows in soil. It grows quickly with water and warm sun. Grass cannot grow on bare rock, but it can grow in cracks in the rock. This happens when the wind or rain fills the cracks with soil. Grass seeds that are blown in the wind can land in the cracks filled with soil. If the seeds get warmth and water then grass will grow in these little pockets of soil.

**Explanation:** This is a short text (72 words) with 6 mainly longer sentences. Most of the vocabulary is common. Students should be familiar with the idea of soil, even if they are not used to reading this word.

This is a simple description of how grass can grow in the cracks of rocks. Grass is likely to be a familiar plant for all students, but the detail about how the soil and seeds get into the cracks of rocks is unlikely to be prior knowledge. Students may not realize that water and warmth are also essential for the grass to grow.

It should not be necessary to modify this text for different contexts.

### **Grade 3, Example 5—Information (Description): Aliyah**

My name is Aliyah. I live in the mountains with my family. In the summer, we take our sheep up to the mountain meadows where there is lots of grass for them to eat. We all have strong legs from walking up and down the steep mountain tracks. During the cold winter months, the sheep stay in the shed to keep warm. Ice makes the tracks slippery. I play sliding games with my brothers and sisters on the icy tracks. We have fun.

**Explanation:** This is a short text (83 words) with 8 sentences. Most of the vocabulary is common. “Meadows” is supported by the context, and students should be familiar with the base words “slip” and “slide” even if they have not read “slippery” and “sliding” before.

This is a simple description of Aliyah’s life in the mountains. There is a simple contrast between life with the sheep in the summer and the winter, and a brief description of how the mountain tracks make legs strong and are used for playing a game.

The text is appropriate for students with some understanding of cold weather and ice, even if they have not experienced this kind of weather themselves. The name and gender of the person providing the description can be changed.

## GRADE 4

Grade four texts are typically slightly longer than grade three texts and contain more detail. However, greater complexity in one factor may be balanced by less complexity in another. For example, a shorter text may contain some less familiar content, or some less common vocabulary.

### Grade 4, Example 1—Story: The Accident

Than was walking down the stairs at home when he slipped. He fell all the way to the bottom. When he looked at his leg he could see it was bent up in a strange position.

Mum came running. She touched Than's leg very gently but it still hurt him. There was no blood but his ankle was swelling up fast.

"Ring the ambulance," Mum called to Dad.

Mum and Dad sat with Than on the stairs while they waited for the ambulance to arrive. Dad told Than not to move in case he made it worse.

**Explanation:** This text is only slightly longer (97 words) than the grade three texts, but it has more complexity. It includes less common vocabulary: "position," "ankle," "swelling," "ambulance," and "worse." Students need to know the meaning of most of these words, as there is only limited contextual support.

In this story, Than has badly hurt his leg. His parents respond by providing comfort and calling the ambulance. There are three characters who all interact with each other, and a sequence of four events: Than falling, Mum coming, Dad ringing the ambulance, and then the three characters waiting on the stairs. Most of the ideas are explicit, but some simple ideas are implied, such as that Than has broken his leg, or damaged his ankle.

The names and genders can be adjusted for context and the ambulance can also be changed to a contextually appropriate health care vehicle or person.

### Grade 4, Example 2—Story: Noga the Small Girl

Noga is the smallest girl in her class. Noga does not like being small.

Her mother tells her not to worry. "It's ok to be small," she says. But Noga does not think it is ok to be small.

One day, when Noga is out walking, she hears a chirping sound coming from a small hole in a tree. Noga crawls into the hole and sees a baby bird. Noga gently picks up the bird.

She crawls out of the hole and gently places the bird onto a branch of the tree. The bird chirps happily.

"How lucky that I was walking past, and not some big kid," Noga thinks. She smiles and walks home. She keeps smiling the whole way home.

**Note:** also used for G3 aural comprehension.

**Explanation:** This text is considerably longer (122 words) than the grade three texts, but it is fairly straightforward. It includes some direct speech. Most of the vocabulary is common, with “worry” and “chirps” both supported by the context and predictable.

Noga’s problem is her small size, but she discovers there are benefits. Noga is the main character and only has one interaction with Mum. There is some detail in a simple sequence of three events: Noga hears the bird, crawls into the hole to get the bird, and puts the bird on a branch. There is one clearly implied idea about why Noga is happy at the end.

#### **Grade 4, Example 3—Information: The Dwarf Lantern Shark**

Are you afraid of sharks?

Some sharks are harmless. The dwarf lantern shark cannot hurt you. You might think sharks are large but this one is not. It is so small you can hold it in one hand.

Another unusual thing about dwarf lantern sharks is that they glow in the dark. They live at the bottom of very deep oceans. There is no light where they live. They make their own light.

**Explanation:** At 73 words, this text is no longer than a typical grade three text, but it contains less familiar information, and the information is contrary to expectations (and therefore surprising), so is likely to present more of a challenge to the reader. There is some less familiar vocabulary, with the meaning of “harmless” and “glow” being strongly supported in context.

This text should not require adjusting for context. Students should be familiar with the idea of a shark, but students are not expected to be familiar with the details about the dwarf lantern shark. The concept of light and darkness should also be familiar to all.

#### **Grade 4, Example 4—Information: Animals in Nature**

In nature, certain animals eat other animals. These animals are called predators. The animals that predators eat are called prey. Prey do not want to be eaten. So, they have found many ways to avoid being eaten!

Animals like the porcupine have sharp spikes on their bodies to keep predators away.

Animals like spiders and snakes bite poison into their predators. This hurts or kills predators.

Animals like chameleons and octopuses use camouflage so that predators cannot see them.

Animals like gazelles and wildebeest can run fast to get away from predators.

Sometimes prey are lucky and do not get caught, and other times, they are eaten. This is how nature works.

**Note:** also used for G3 aural comprehension.

**Explanation:** This text is longer than grade three texts (110 words) and contains a significant amount of information. The concepts of “prey” and “predator” may be unfamiliar but they are explained at the beginning of the text. There is a large amount of detail in comparison with a grade three-level text.

This text refers to several kinds of animals, some of which are likely to be familiar, and some less familiar to students. It is important that some animals and their behavior are unfamiliar, as students should not be able to answer the questions based on prior knowledge. If necessary, some less familiar animal examples may need to be used.

## GRADE 5

Texts may be of varying lengths and are mainly narrative (stories) and informational. Some instructional texts may also be used. Simple non-continuous texts such as lists and tables are introduced at this level. There may be some non-conventional genre elements in the texts.

Narrative texts include details such as some limited character development, or a simple description of the setting. Information texts may include basic paratextual features: for example, subheadings or captions.

Vocabulary includes a wide range of familiar words describing concrete and abstract concepts as well as less familiar words where the context strongly supports the meaning. For example, a common technical or discipline-specific term may be used where the meaning can be inferred from prominent clues.

### Grade 5, Example 1—Information: The Giant Coconut Crab

The giant coconut crab lives in Asia. It looks the same as any small crab you might see in a rock pool at the beach, but the giant coconut crab can grow to nearly one meter wide. Take one really big step. That is how big this crab can grow, from its legs on one side to its legs on the other side!

The giant coconut crab eats fruit, seeds, and nuts. It can climb coconut palms and pick the coconuts. It uses its strong front claws to make a hole in the tough coconut shell and then it eats the fruit inside.

It has a very good sense of smell, which helps it look for food at night. Sometimes, it picks up shiny things that someone has dropped, like a silver watch or sparkly jewelry, and takes them away.

Giant coconut crabs can live for up to 40 years. Their only enemy is people who like to catch and eat them.

The giant coconut crab is sometimes also called the “robber crab” or “palm thief.”

**Explanation:** This is a longer text, at 177 words, with a significant amount of information and detailed description. There is some variation from the conventional objective style of an information text (in the second half of the first paragraph: “Take one really big step ...”), which may introduce a challenge to the student reader. Most of the vocabulary is common with “enemy” supported in context. The structure of an information text that describes an unfamiliar animal in terms of location, size, food, and other features should be familiar to students. There is one implied idea about the reason for the alternative names of “robber crab” or “palm thief.”

This text is suitable for students who are familiar with the crab as an animal, but do not know the details about this particular crab. Students do need to be familiar with a coconut and a coconut palm tree. A simple, labeled illustration of a coconut palm with coconuts would be appropriate if students are likely to require support.

### Grade 5, Example 2—Information: Salt

Salt is something we use every day. You probably eat it in your food to make it taste better. But did you know that salt is important in many other ways?

Salt is very important for your body to work. Your body uses salt to make your muscles move and to help your blood flow. Salt also helps your body use the food you eat. If you have too little salt in you, you may feel dizzy and tired. But, watch out, too much salt can also make you sick!

Salt is also used for cleaning. Some people use it to clean away soot from chimneys or mix it in water to clean burned pots and pans.

Salt is also used to keep food from spoiling. For example, you can add salt to fresh meat or fish to dry it out so it will keep to eat later.

Salt has many uses and is important for people to survive!

**Note:** Also used in G4 aural comprehension.

**Explanation:** This is also a longer text (157 words) with a significant amount of information about the different uses for salt.

The structure of the text as a list of different uses should be familiar. Most of the vocabulary is common, but students need to know words like “muscles,” “flow,” and “dizzy,” as there is minimal support. Also, students who do not know the word “chimneys” are unlikely to know, or be able to work out, the meaning of “soot.” The meaning of “survive” is supported by the context. There are no implied ideas.

Students should be familiar with salt and most of the contexts in which salt is used. It may be appropriate to change the example of cleaning soot from chimneys to a more familiar context for some students.

### **Grade 5, Example 3—Story: Chiumbo and the goats**

Every day Chiumbo took the goats out to find new grass. At night, he brought them home again. Every day was the same.

One day, Chiumbo was so bored that he fell asleep. The goats started walking off down the road, but an old man saw them. He brought the goats back and woke Chiumbo up. “Thank you, old man,” said Chiumbo.

The next day, Chiumbo fell asleep again. An eagle saw Chiumbo and flew down hoping to have baby goat for dinner, but all the other birds made so much noise they woke Chiumbo.

“Thank you, birds,” said Chiumbo as he waved a big stick to frighten the eagle away. “This is good,” said Chiumbo, “I can sleep every day.”

The next day, Chiumbo was asleep in the grass when a thief crept up and stole two of Chiumbo’s goats. When Chiumbo finally woke up, he searched and searched but he could not find the missing goats. Chiumbo was very frightened.

When he got home, his father was waiting. Chiumbo told his father the truth straight away and said that he was very sorry.

“Have you learned your lesson now?” his father said angrily. Then he added, “You are a very lucky boy. A policeman caught the thief and so we’ve got our two goats back.”

And after that, Chiumbo became the best goat minder in the village.

**Note:** Also used in G4 aural comprehension.

**Explanation:** This is a considerably longer text (229 words), but it has a simple, repetitive structure and most of the ideas are explicitly stated. The vocabulary is mainly common, with “frighten,” “crept,” and “truth” supported by the context.

There is one main character and multiple minor characters, but the story itself is simple. Chiumbo sleeps and his goats are saved first by the old man and then by birds, but the third time, the goats are stolen. Chiumbo confesses his crime of sleeping on the job, the policeman rescues the goats and Chiumbo learns his lesson.

The name and gender of the main character and the kind of animals being herded can be changed and the policeman can also be changed to a contextually appropriate law and order enforcement person.

## Grade 5, Example 4—Procedural: Orange and Cardamom Fruit Salad

### Ingredients

4 oranges

1/2 cup of raisins

1 tablespoon of honey

½ teaspoon of cardamom powder (a spice)

### Instructions

1. Peel 3 oranges, cut into slices, and put in a bowl.
2. Pick over the raisins to remove any stalks and add to the bowl.
3. Put the juice of one orange into a saucepan with the cardamom and honey. Stir over a gentle heat for 5 minutes.
4. Pour the hot sauce over the fruit in the bowl and mix gently.
5. If you don't eat it immediately, keep it cool.

**Explanation:** This non-continuous text is in the form of a recipe. It has two parts: a simple list (the ingredients) and a numbered list of steps in the procedure (the instructions). The subheadings, “Ingredients” and “Instructions,” are paratextual features with a different print format. Students may not be familiar with cardamom, but it is sufficient that that are told it is a spice.

The main challenge is for students to realize that only one of the oranges is juiced and the other three oranges are mixed with the raisins in the bowl. This aspect is implied. The ingredients could be changed according to local context, but the challenges in the process should remain the same and have some novelty for students. The recipe is not suitable to use in contexts where it is so familiar that many students can answer the questions based on prior knowledge.

## GRADE 6

**Table 19: General Features of Grade 6-level Texts**

Feature	Scope	Elaboration	Contextualization
Length	Medium	Up to 300 words. Texts may be considerably shorter depending on the kinds of complexities that are included	Fewer words in agglutinative or highly synthetic languages
Familiarity	Familiar	Generally familiar experiences and concepts that may rely on direct personal experience or school-based learning.	Context dependent
Predictability	Medium	Context is familiar but detail of information is unfamiliar and possibly unpredictable (contrary to expectations)	
Challenge	Moderate	Some competing information, simple implied information	
Text structure	Simple, with some variation	Text types include continuous and non-continuous formats. May have some unconventional features or may be mixed in format (for example, combined continuous and non-continuous features)	
Vocabulary	A wide range of common words	Vocabulary includes a wide range of familiar words describing concrete concepts and abstract concepts as well as less familiar words where the context strongly supports the meaning. For example, the meaning of common technical or discipline-specific terms can be inferred from prominent clues	Depends on the transparency of the orthography and the language background of the students
Sentence structure	Varied	Some sentence complexity and a variety of sentence forms	Language dependent

A reading assessment is intended to measure reading comprehension, which means a set of questions about a text must require students to read the whole text. It should not be possible for students to use general or prior knowledge to answer any questions without reading the text, or to accurately predict the answers to most questions after reading the title or the first line. Each question may be based on a small part of the text, but as a set, the questions should require students to read all of the text.

Content and format complexity affect the text length. More complex content may be balanced by reduced word length. Non-continuous texts typically comprise fewer words than continuous texts conveying the same information.

**Table 20: Text Types at Grade 6**

Text type	Key elements of text type	Features at Grade 6
Narrative (stories)	A problem is resolved	The focus is on characters and how they resolve a dilemma. Interactions may be among several characters. Characters are developed so that motivation and emotional responses are clear, either explicitly or through low-level inference. Actions are clearly related to a consequence.
Information (descriptions)	An event, location, lifestyle, daily habit, object, plant, or animal is described	The focus is on understanding an idea or an event rather than characters. Contexts have some degree of familiarity but with some unfamiliar content and some minor complexities. The information may be presented in continuous format (paragraphs) or in non-continuous format (for example, tables, lists, or labeled diagrams.) Some familiar paratextual features may be used (e.g., captions or sub-headings).
Persuasive (arguments)	A point of view or opinion is presented	The opinion is explicit or clearly implied. It may take the form of a single argument or several, short, contrasting arguments or opinions on the same subject.
Instructional (procedural)	A procedure or method of doing something is presented	The format is conventional and familiar. It may be presented in continuous format (paragraphs) or in non-continuous format (for example, numbered steps or a flow chart).

## **Grade 6, Example 1—Information: Sevan Trout**

The Sevan trout only lives in Lake Sevan in Armenia. It has been in danger of becoming extinct for quite some time.

One reason is that about 50 years ago, whitefish, goldfish, and crayfish were put in the lake to provide more fish for people to catch and eat. The problem was that the new fish ate a lot of the food that the Sevan trout used to eat. Another problem was that more people came to the lake to catch the new fish and they also caught a lot of Sevan trout.

The government banned fishing in the lake and this has helped, but the fish are still endangered because there is often not enough water in the lake for them to breed. The water levels in the lake have dropped because farmers need the lake water for their crops and towns need water for industry and household use. We still need to find a way to save the Sevan trout.

**Explanation:** This text is a similar length (161 words) to “Salt,” the information text in grade five. The additional complexity here is the causal relationship between the main ideas. An initially good idea of putting more fish into the lake goes wrong for two different reasons. An attempt to rectify the problem is not successful for different reasons again. The text includes place names and nouns that are likely to be unfamiliar, but only need to be recognized as place names or the names of fish. “Endangered” and “extinct” are explained in context.

The structure of an information text as an outline of issues and problematic solutions may also be less familiar to students. The idea of fishing and using water from a lake should be familiar to all, even if the location is not.

## **Grade 6, Example 2—Story: The Old House**

Chang was feeling very cold and Lee was very tired. They needed somewhere to rest so they knocked on the door of an old house. The door slowly creaked open.

“No one lives here anymore. Let’s go in,” whispered Chang.

“How can you be sure?” whispered Lee back.

“The door wasn’t even locked!” Chang said boldly. “You go first,” he added, pushing Lee forward.

The old door swung open with a groan. The bottom hinge fell off and hit a rock. The sharp sound made them jump. They slipped inside.

Through the dust, Lee could see the shape of a bed. He could hear the drip, drip of a leaky tap and something clattering on the iron roof above.

“What’s that noise?” said Lee, grabbing Chang’s arm.

“Probably just a bat or a bird or a ...” his voice trailed off.

A strong gust of wind pushed the hanging door back and the loud scraping sound made Lee jump again.

"We might be warm and out of the wind," he hissed to Chang. "But I don't like this place. It's too scary."

"It's better than being outside," Chang said bravely. "We are warm and we can rest until we are ready to walk again."

Lee rubbed his tired feet and heard the howling wind outside. He decided that Chang was right.

**Explanation:** This is a longer text (221 words). Atmosphere and suspense are created through descriptive language and the dialogue between the characters. Some literary devices are also used to create mood: Chang's unfinished sentence ("...") and repetition (the "drip, drip" of the tap). The emotions of and relationship between the characters is enacted through direct speech and nuances of language ("hissed," "whispered").

### Grade 6, Example 3—Information (Non-continuous): Seb's Delivery Schedule

Seb lives on a small island and owns a shop. Twice a day, boats come to the island bringing goods for her to sell in the shop. This is what the boats bring her each day:

	Monday	Tuesday	Wednesday	Thursday
Morning	Fish	Fish	Fish	Meat
	Ice	-	Ice	Milk
Afternoon	Batteries	Fruit	Flour	Fruit
	Soap	Vegetables	Dried Beans	Vegetables
	Candles	Tea	Rice	Rice
	Rope	Coffee	Sugar	Candles

**Explanation:** Schedules and timetables are likely to be familiar types of non-continuous texts to students at this grade level. This table is slightly more complex than a straightforward row x column structure, as there are two main "row" categories (Morning and Afternoon) as well as the cells containing individual items brought by the boat each day. Some features of the organization are only implied: non-food goods are only delivered once a week; perishable goods are only delivered in the morning; some goods are brought several times and others only once each week.

The content of the table can be adapted for local/cultural contexts, but the features described above should be retained to support inferential questions and questions about features of the content and structure of the table.

## GRADE 7

Texts are of varying lengths, with longer texts typically being straightforward and shorter texts a little more complex. A range of familiar text types, including narrative (stories), informational, persuasive, and instructional texts, are used at this grade level. A range of simple, non-continuous formats includes tables, diagrams, maps, and graphs.

Texts typically include several minor complexities such as unfamiliar content that is clearly explained, less common vocabulary supported in context, significant implied ideas, or a less familiar structure.

### Grade 7, Example 1—Story: The Hole

“I can see something shiny at the bottom,” said Samsur. “Maybe it’s a gold coin.”

“Don’t be silly,” said Nazneen, peering into the hole. Her younger brother was always seeing things, creating objects out of nothing.

“Maybe it’s a sword,” continued Samsur. “Maybe a king buried a gold sword in the ground many years ago, and then forgot about it.”

“Maybe it’s dirt, covered in dirt, covered in more dirt,” said Nazneen. “It’s just a hole, probably made by a wild animal.”

“You are wrong!” exclaimed Samsur. “No animal could make a hole as big as this!”

“Well, if you are so sure this is not an animal’s hole, perhaps you should climb down into it.”

Samsur began to turn pale. “Erm … No. I cannot go in the hole … because … I have a sore foot!”

Nazneen smiled; it had nothing to do with Samsur’s foot. A big hole could mean a big animal.

“I have an idea,” she said, picking up a stone that lay beside her. “I will drop this into the hole. If we hear a clink, there is treasure. If we hear a thud, there is dirt. If we hear a yelp, there is an animal.”

Nazneen dropped the stone and they heard nothing for a moment.

Then they heard a splash.

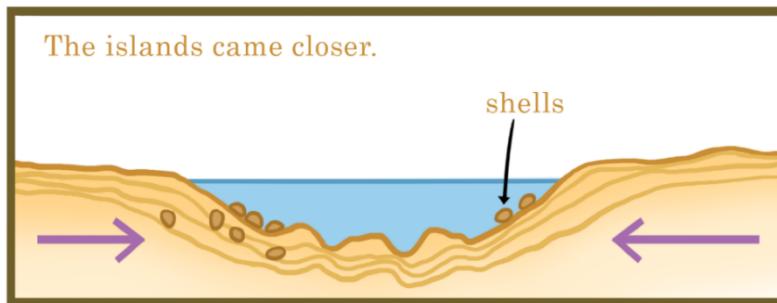
**Explanation:** This is a moderately lengthy story (218 words). The contrasting characters of the brother and sister and their relationship are strong elements, alongside the narrative development. The problem of the story—the mystery of what is in the hole—is the context for Nazneen and Samsur’s character portrayal. The solution to the mystery is implied, not stated.

## Grade 7, Example 2—Information: How Shells Climb Mountains

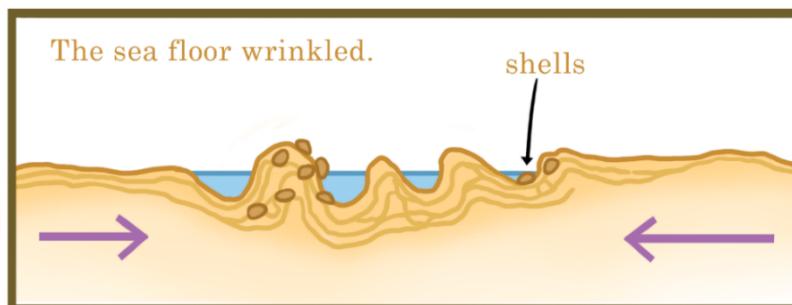
### How shells climb mountains

People find shells at the tops of high mountains. The tallest mountain in the world has shells near the top, inside the rocks. But shells are usually found on a beach, or in the sea! How did they get from the sea to a high mountain top? Did a wind blow them? Did people move them?

This is what happened, a long time ago. There were two islands close to each other in the sea. Shellfish lived on the bottom of the sea between the two islands. Over a long, long time, the islands came closer together.



Closer and closer they came, and the sea floor between them got squashed. It wrinkled, like bed sheets, or fallen-down socks. Some of the sea floor wrinkles went up, and some went down. The shellfish were carried up or down on the wrinkles as the islands moved toward each other.



As the islands moved even closer, the sea floor wrinkles got much higher above the sea. Finally, the islands joined together and formed one large, new land. Some of the shells from the sea floor were now at the top of tall mountains!

**Explanation:** This mixed text, combining elements that are continuous (paragraphs) and non-continuous (labeled diagrams) is typical of textbook formats in subjects such as science and geography. The concepts of changes over long periods of time, and geological movements, are beyond everyday experience, as is appropriate for students in lower secondary school. On the other hand, the language use is everyday rather than technical (“squashed,” “wrinkled, like bed sheets”), which should make the content relatively approachable.

### Grade 7, Example 3—Persuasive: Dear Uncle and Aunty

Dear Uncle and Aunty,

I hope this letter finds you well.

Five months have passed since I moved to the city to begin my training at a bank. I thank you both for helping me to have this chance. Next month my training will end and I will be free to look for work elsewhere. My training has been very useful, but I am now thinking of becoming a teacher instead of working in a bank.

As you know, I live in a large apartment block. There are many families with children. In my spare time I have been teaching reading and mathematics to some of these children, because the local school cannot find enough teachers for all the students. I enjoy teaching very much. It makes me very happy to see the children improve each day and want to learn more. They become more confident and they share their new skills with their families. The older children have also started helping the younger children. If every child in this apartment block can read and count well, I am sure they will all grow up to lead good lives for themselves and their families. Two sisters told me they want to work in a bank when they grow up!

Uncle, Aunty—I hope you can understand the reason now why I want to be a teacher. I am always grateful for your support.

Your niece,

Jenny

**Explanation:** This is a persuasive text, with the writer building a case to convince her uncle and aunt about a decision. She gives reasons that are both personal (“It makes me very happy”) and outward looking (“they will all grow up to lead good lives”) for wanting to change her career path. The reason that she needs to convince her uncle and aunt about the value of her decision is implied, rather than stated. (They gave her the opportunity to go to the city for training at a bank.) The degree of complexity of the text is created through its multiple implications and causal relationships among different elements.

## GRADE 8

Texts may be somewhat longer and more complex than grade seven texts. Text types that include narrative, informational, persuasive, and instruction are used at this grade level. A range of non-continuous formats includes tables, diagrams, maps, and graphs.

Texts typically include several minor complexities such as unfamiliar content that is clearly explained, less common vocabulary supported in context, significant implied ideas, or a less familiar structure.

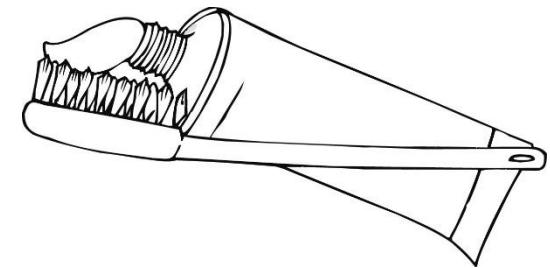
### Grade 8, Example 1—Information: Brushing Your Teeth

Do our teeth become cleaner and cleaner the longer and harder we brush them?

British researchers say no. They have actually tried out many different alternatives, and ended up with the perfect way to brush your teeth. A 2-minute brush, without brushing too hard, gives the best result. If you brush hard, you harm your tooth enamel and your gums without loosening food remnants or plaque.

Bente Hansen, an expert on tooth brushing, says that it is a good idea to hold the toothbrush the way you hold a pen. “Start in one corner and brush your way along the whole row,” she says. “Don’t forget your tongue either! It can actually contain loads of bacteria that may cause bad breath.”

OECD (2010), *PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science (Volume I)*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264091450-en>



**Explanation:** Although this is a relatively short text (122 words), it has some implicit challenges. It presents several pieces of advice from various sources, and contains contradictory points of view and elements that are contrary to expectations. The topic is everyday but the information is surprising, and, therefore, will present some challenges to readers.

## Grade 8, Example 2—Information (non-continuous text): Country Fact File Table

### Country Fact File

	Afghanistan	Vietnam	Philippines	Nepal
Climate	Arid to semi-arid; freezing winters and hot summers	Tropical in south; monsoonal in north	Usually hot and humid	Subtropical in south; cool summers and severe winters in north
Geography	Landlocked and mountainous	The fertile Mekong River Delta covers a large part of southwestern Vietnam	Made up of 7,107 islands	Landlocked; contains 8 of the world's 10 highest peaks
Main crops	Wheat, fruits, nuts, wool, sheepskins	Rice, coffee, rubber, cotton, fish	Sugarcane, coconuts, rice	Rice, corn, wheat, sugarcane, milk
Typical exports (goods sold to other countries)	Fruits and nuts, carpets, saffron	Crude oil, marine products, rice, coffee, rubber, garments	Electronic equipment, transport equipment, garments	Carpets, clothing, leather goods
Wildlife	The Marco Polo sheep: it has the longest horns of any sheep	The saola (a kind of antelope): one of the world's rarest mammals	The Philippine eagle: the largest eagle in the world	The one-horned rhinoceros: the world's fourth largest land mammal

**Explanation:** This table has a straightforward row x column format, but the information content is more complex than that shown in the example of a table presented for grade six. Students are only likely to have encountered this kind of information and several of the concepts at school or through wide general knowledge: a range of climatic and geographical conditions, for example. The term “export” is explained, but may be a novel concept for students at this stage of schooling. Comparisons and contrasts between the features of the four countries may be used as the subject of questions, as well as the individual content of each cell.

## Grade 8, Example 3—Story: Lazy Rabbit

Lazy Rabbit never did any work. He had not dug the fields for his wife to sow their vegetable crop. Finally, his wife chased him out of their house and would not let him back. Lazy Rabbit thought of a plan.

He found Big Elephant and started to tease him. “I’m so fast that you could never catch me,” he called out as he darted in between the elephant’s legs and round and round his feet. Big Elephant was very bad tempered by the time he finally caught Lazy Rabbit’s little white tail under his foot.

“Now, I’m going to stamp on you,” roared Big Elephant.

But Lazy Rabbit was thinking fast. “You have to lift your foot to stamp on me and then I will run away,” cried out the crafty rabbit. “We should have a competition to see who is the strongest. I will try to pull you into the sea. If I can’t do it then I will lie here nice and still and you can stamp on me all you like.”

Big Elephant thought he would easily win, so he let Lazy Rabbit tie a red rope around his middle. Lazy Rabbit took one end of the red rope and ran through the forest to his fields and tied the red rope to his plough. Then he got another rope, a blue one, and tied it to the other end of the plough and ran over his fields to the sea.

“Hey, Giant Whale,” he called out, “I’m so strong I bet I could pull you out of the sea.” Giant Whale was furious. He swam to the shore to teach Lazy Rabbit a lesson. He let Lazy Rabbit tie the other end of the blue rope around him and then he swam off as fast as he could.

Suddenly, to Giant Whale’s surprise, the blue rope pulled tight and no matter how hard he swam he could not pull Lazy Rabbit into the sea.

In the forest, Big Elephant was pulling on the red rope with all his might. He was amazed by how strong Lazy Rabbit was. All day and all night the whale and the elephant pulled and pulled. First the elephant pulled the red rope and the plough dug through the fields towards the forest. Then the whale pulled on the blue rope and the plough dug back through the fields towards the sea. As the whale and the elephant pulled backwards and forwards, the plough was pulled up and down the field, digging up the earth.

Finally, in the morning, Big Elephant and Giant Whale gave up. They were so embarrassed that each quietly untied his end of the rope and slunk away. They both hoped that no one had seen them being beaten by a rabbit.

Meanwhile, Lazy Rabbit went home and proudly showed his wife their fields that were all nicely dug up and ready for planting.

**Explanation:** This is an example of a longer text, (482 words), but the narrative is quite straightforward: every action and feeling is explicit. In this case, the relatively challenging length is balanced by content in a conventional narrative mode.

## GRADE 9

**Table 21: General Features of Grade 9-level Texts**

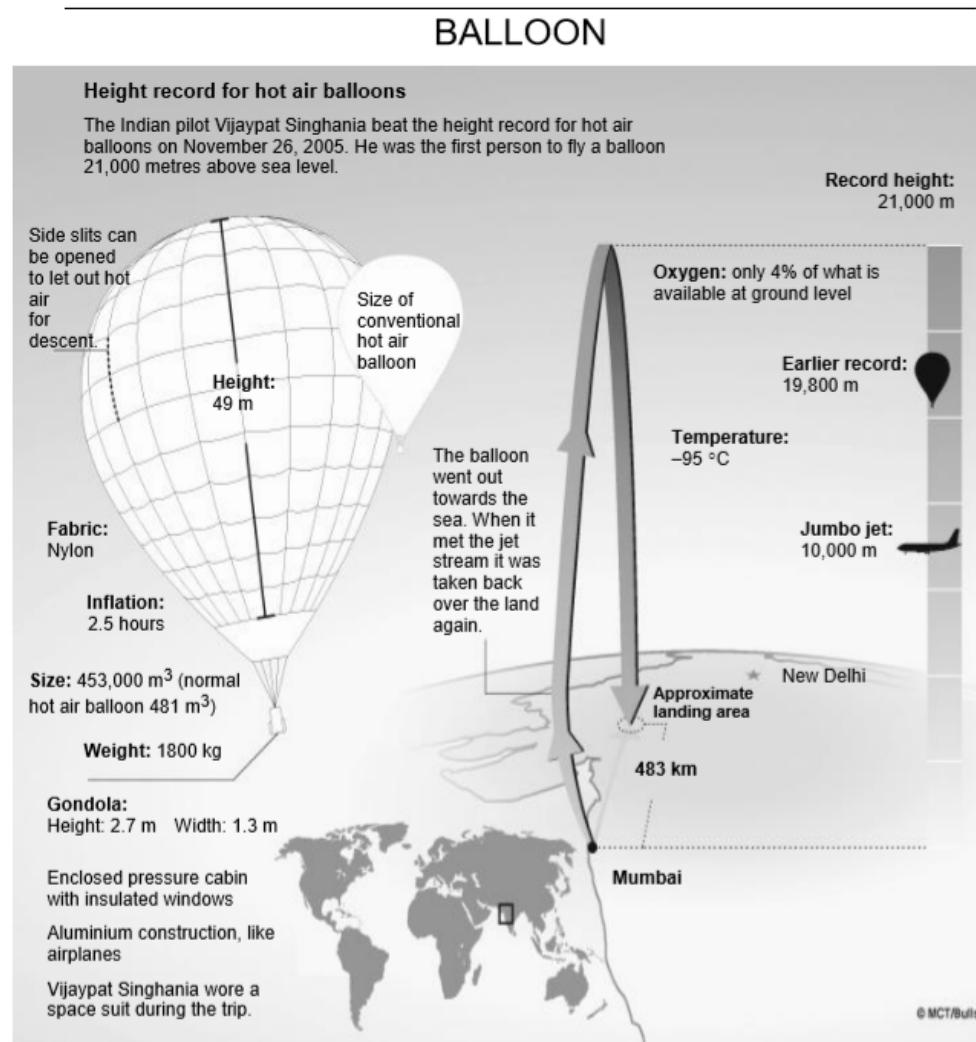
Feature		Elaboration	Contextualization
Length	Medium to long	Generally continuous texts of at least 250 words. Non-continuous texts are shorter. Length is highly dependent on complexity of content	Fewer words in agglutinative or highly synthetic languages
Familiarity	Unfamiliar elements	Broad context may be familiar but will introduce substantial unfamiliar elements. Draws on school-based learning and some wider world knowledge	Context dependent
Predictability	Limited	Content is not predictable, though text format and type are broadly familiar	
Challenge	Moderate to substantial	May include substantial competing information, figurative language, and meanings that need to be inferred by the reader	
Text structure	Varied, including unconventional	Familiar text formats and structures but may have some unconventional features. (For example, chronology of a narrative may not follow the sequence of information as presented.)	
Vocabulary	A wide range	A range of words with both familiar and unfamiliar meanings. General meaning (at least) can be inferred from context. Subject-specific language may be used.	Depends on the transparency of the orthography and the language background of the students
Sentence structure	Varied, including complex	In continuous texts, a variety of sentence structures and sentence lengths	Language dependent

A reading assessment is intended to measure reading comprehension, which means a set of questions about a text must require students to read the whole text. It should not be possible for students to use general or prior knowledge to answer any questions without reading the text, or to accurately predict the answers to most questions after reading the title or the first line. Each question may be based on a small part of the text, but as a set, the questions should require students to read all of the text.

**Table 22: Text Types at Grade 9**

Text type	Key elements of text type	Features at Grade Nine
Stories	A problem is resolved	The focus is on characters and how they resolve a dilemma. Interactions may be among several characters. Characters are developed so that motivation and emotional responses need to be inferred. Characters may evolve in the course of the narrative.
Information (descriptions)	An event, location, lifestyle, daily habit, object, plant, or animal is described	The focus is on understanding an idea or an event. Contexts have some degree of familiarity but with some unfamiliar content and some complexities. The information may be presented in continuous format (paragraphs), non-continuous format (for example, tables, lists, labeled diagrams), or mixed format. Paratextual features may be used (e.g., captions, sub-headings, a key to a map, a footnote).
Persuasive (arguments)	One or more points of view or opinions are presented	The opinions may need to be inferred by the reader. A single or contrasting point of view may be presented. The arguments may include main ideas and supporting details, and may present both facts and unsupported assertions. May use persuasive language.
Instructional (procedural)	A procedure or method of doing something is presented	The format has conventional and familiar features but may vary from highly conventional formats. It may be presented in continuous (paragraphs) or in non-continuous format (for example, numbered steps or a flow chart).

## Grade 9, Example 1—Information (Non-continuous Text—Labeled Diagrams): Balloon



OECD (2010), *PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science (Volume I)*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264091450-en>

**Explanation:** This text is in a largely non-continuous format of labeled diagram. In fact, it comprises a network of diagrams including sketches, a vertical scale, and a map, as well as several short pieces of prose. Its complex format is likely to create some challenge for the reader. There is only a small number of words included in the text but the text offers opportunities for thinking about the purpose for including elements of the text as well as plenty of material for straightforward locating of information.

## Grade 9, Example 2—story: Miser

### THE MISER AND HIS GOLD

A *fable* by Aesop

A miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall. He went to look at it daily. One of his workmen observed the miser's frequent visits to the spot and decided to watch his movements. The workman soon discovered the secret of the hidden treasure, and, digging down, came to the lump of gold and stole it. The miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

OECD (2010), *PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science (Volume I)*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/9789264091450-en>

**Explanation:** This is another short text in a conventional style (a fable). The rather archaic language ('Pray do not grieve so ...'), which adds a layer of challenge, would need to be preserved in translation. The story is condensed and understanding its gist requires a degree of inference.

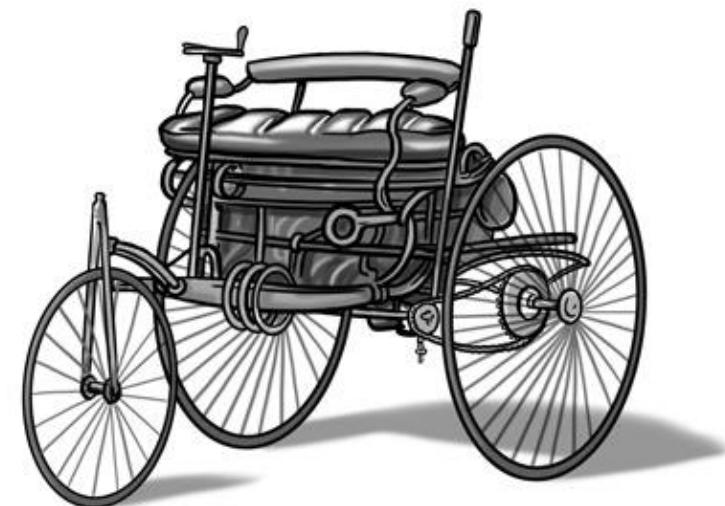
## Grade 9, Example 3—Information (Mixed Continuous and Non-continuous): First Car

### THE FIRST CAR

A hundred and fifty years ago, motor cars did not exist, and—if they did not walk—people usually traveled in carts or wagons pulled by animals such as horses, oxen, or donkeys.

However, engineers and business people had started to think about building machines that used their own power source, such as oil, steam, or electricity. It's almost impossible to say who actually invented the car, since many inventors contributed their knowledge and ideas over many years, but the first vehicle that we recognize as a car was built in Germany in 1885 by Karl Benz.

It looked like a small, horse-drawn carriage but was fueled by petrol. It travelled at what then seemed the tremendous speed of 16 kilometers per hour and was powered by a 0.75-horsepower, one-cylinder, four-stroke engine (about enough to pump water from a well to supply a few households).



It had three wire wheels, rather like those of a bicycle, not wooden ones used in carriages. Benz's wife, Bertha Benz, was the first to drive it over a long distance, when she went on a 100-kilometer trip with her two sons to visit her mother. This pioneering trip demonstrated the value of the new vehicle for everyday travel by ordinary people.

The car has of course changed out of all recognition since that time, and become a normal mode of transport around the world.

### SOME SIGNIFICANT CARS IN HISTORY

YEARS OF PRODUCTION	NAME	NUMBER SOLD (APPROXIMATELY)	MAXIMUM SPEED IN FIRST YEAR OF PRODUCTION	COST IN FIRST YEAR OF PRODUCTION
1886–1889	Karl Benz's horseless carriage	25	16 kilometers per hour	\$1,000
1908–1927	Model T Ford	17 million	72 kilometers per hour	\$825
1938–2003	Volkswagen Beetle	22 million	100 kilometers per hour	\$133
1966–present	Toyota Corolla	40 million	154 kilometers per hour	\$1,830
2005–present	Bugatti-Veyron	400	409 kilometers per hour	\$1 million

**Explanation:** This is a mixed text, combining continuous and non-continuous elements (prose and a table). The units of measurement in the prose passage and the table, and the currency in the table, should be adapted to local metrics. Apart from those features, the text should be usable as it stands.

The phenomenon of cars is widely familiar, but the information about the way cars have evolved is likely to be new to most students. Some understanding of the wider world (the notion of power, the development of mass industry, the concepts of cost and monetary inflation) will support understanding of the text, especially the table. Some elements of word choice may be moderately challenging.

## Grade 9, Example 4—Persuasive: Clever or Hardworking?

### IS IT BETTER TO BE CLEVER OR HARDWORKING?

*Two people give their responses to this question.*

It is obviously better to be hardworking than it is to be clever, and only “smart people” think otherwise.

We all know gifted students who believe that their cleverness is enough to ensure their success, but if you’re clever and lazy you are unlikely to succeed. It takes effort to turn any brilliant idea into something real. It is more rewarding to struggle, perhaps to fail, to keep struggling and finally to succeed, than always to succeed without effort. You learn more that way, and you value your work.

I would rather be hardworking than clever, because clever people are under constant pressure to perform. I prefer to impress my parents and others with persistence than disappoint them despite my supposed brilliance.

*Fouad*

I prefer to be clever rather than hardworking. Clever people can think of great ideas that contribute more to our society than hard work alone. This makes clever people much more exciting.

Many people feel they are entitled to a reward as long as they devote long hours to doing something, but clever people can be economical in their efforts, so they get more for less: a little bit of efficient thinking can save a lot of wasted hours.

I pity conscientious people. They always need their efforts to be noticed and confuse appearing busy with achievement.

Clever people know when their ideas are worthy, and, by virtue of being clever, ideas come to them easily. Clever people are also often able to identify problems caused by others, which is the first step towards solving them.

My parents tell me that being clever is my greatest strength. Sometimes that involves hard work and sometimes it doesn't. That's the clever way to do things.

*Alba*

**Explanation:** The attitudes of students to studying or to life ambition in general is a topic that is likely to have personal meaning for students at this stage of their education. The two texts put opposing opinions on the topic, which is explicitly labeled in the title of the unit. Both arguments are laced with opinions, so discriminating between fact and opinion is an important part of making sense of these texts.

## **APPENDIX C: TEXTS AND EXAMPLE ITEMS**

## GRADE 2 TEXTS AND EXAMPLE ITEMS

**Table 23: Grade 2, Example 1—Information (Description): Van**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Where is Van?	At school	The information is in a prominent position in the first sentence and can be found by direct word matching.
R1.2.1_M	What does Van draw?	Tree / big tree / (big) green tree / (big) green tree with flowers	The description of what Van drew is not in a prominent position but is adjacent to the matched word and there is no competing information.
R1.2.1_E	What color are the flowers?	Red	The information is not prominent and the detail of the flower color is found within competing information, as two colors are mentioned.

**Table 24: Grade 2, Example 2—Information (Description): Maya**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_M	What does Maya's mum like?	(Having) a nice clean yard	The key is a direct, adjacent word match for a single piece of explicit information with no competing information. It is at the end of the text, which makes it less prominent than the beginning.
R1.2.1_M alternative	What does Maya do after school?	Sweeps the yard / has a snack	The information is a direct, adjacent word match in a position that is not prominent but has no competing information.
R1.2.1_E	When does Maya sweep the yard?	After school (before her snack also acceptable)	The information, "after school," is not in a prominent position and although it can be found by direct word matching there is some competing information in the sequence of when the events happened, as she then has a snack.

**Table 25: Grade 2, Example 3—Information: The Pippi**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	What is this? 	A pippi / a shell	The information describing the image appears in the first sentence and/or in the title and is positioned adjacent to the image in the text without competing information.
R1.2.1_M	What lives in the shell?	A pippi / an animal	The information appears in the middle of the text and so is not prominent but it can be located by direct word matching. There is no competing information.
R1.2.1_E	How can you see the pippi?	If you open the shell / look inside the shell	The information is located by direct word matching but is not prominent; there is some competing information, as "shut" and "open" are both mentioned.

## GRADE 3 TEXTS AND EXAMPLE ITEMS

**Table 26: Grade 3, Example 1—Story: The Mango**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Where was Abdul walking?	To his home	The information is in a prominent position in the first sentence and can be found by direct word matching with no competing information.
R1.2.1_P alternative	Who was walking home?	Abdul	The information is in a prominent position in the first sentence and can be found by direct word matching with no competing information.
R1.2.1_M	What was the day like?	Hot	The information appears adjacent to the matched word and the limited competing information is that it was “a hot day” but “cool” under the tree.
R1.2.1_E	How was Abdul feeling at the beginning? Copy two of the words.	Any two from cross, tired, and hungry	The information is found in multiple pieces of explicit information and is adjacent to the matched word “feeling.” There is limited competing information, as his feelings change to “happy” by the end of the text.
R1.3.1_M	Where was Abdul going?	To his home	The information is in a prominent place in the first sentence and found by synonymous word matching (“going” instead of “walking”).
R1.3.1_M alternative	What did Abdul eat?	A mango	The information is in a prominent place at the end of the text and found by synonymous word matching (“eat” instead of “ate”).
R1.3.1_E	How did Abdul feel after eating?	Happy	The information is found by synonymous word matching when the information required is not prominent and there is limited competing information, as his feelings changed throughout the text.
R2.2.1_P	Who was tired and hungry?	Abdul	The information is a simple inference drawn by using the pronoun “he” across consecutive sentences when there is no competing information (Abdul is the only character).
R2.2.1_M	Where did Abdul fall asleep?	Under a (big, mango) tree	The information is a simple inference across adjacent sentences. There is some competing information, as two locations are mentioned, “home” and “under the tree.”
R2.2.1_M alternative	Where was it nice and cool?	Under a (big, mango) tree	The information is a simple inference across adjacent sentences. There is some competing information as two locations are mentioned, “home” and “under the tree.”

**Table 27: Grade 3, Example 2—Story: Tadala’s Deed**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	What did Tadala find?	A bag	The information is in the prominent position of the first sentence and can be found by direct word matching. There is no competing information in the same location.
R1.2.1_M	Who owned the bag?	A woman	The information required is adjacent to the matched word, but not in a prominent place, and there is limited competing information (Tadala, the village chief).
R1.2.1_E	What did the village chief tell Tadala?	That the woman was very thankful (for returning the bag)	The information is located by direct word matching, is not prominent (middle of the text), and there is limited competing information (football and box of oranges).
R2.1.1_M	In, “The woman who owned the bag was very thankful,” what does “thankful” mean?	Refers to being grateful / appreciative / happy that something was done for you	The student needs to identify the meaning of an unknown word from prominent, contextual clues (such as receiving gifts from the woman). (Note that “thankful” in English is likely to be an unknown word for Grade 3 students. This may not apply in other languages.)
R2.2.1_M	Why did the village chief call Tadala to come speak with him?	To tell him the woman was thankful / to pass on the gifts from the woman	The information is a simple inference that relates two pieces of explicit information across consecutive sentences when there is limited competing information (the chief is talking but it is the woman who is thankful and giving gifts).
R2.2.1_E	Why did Tadala receive gifts?	For returning the woman’s lost bag	The information is a simple inference that relates two pieces of explicit information from across one or more paragraphs when there is more distance or more competing information (such as “because he loves football”).

Ref #	Items	Acceptable Key/s	Notes
R2.3.1_M	What was Tadala's deed? A. Receive gifts B. See the chief C. Play football D. Return a bag	D. return a bag	The student needs to identify the general topic when it is prominent (repeated information about finding and returning the bag) but not explicitly stated, by linking it to the meaning of the story title.

**Table 28: Grade 3, Example 3—Story: The Fox and the Grapes**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	What did the fox see hanging over the fence?	Grapes	The information appears in a prominent position in the first sentence and is a direct word match with no competing information.
R2.1.1_E	"You were boasting and now you look silly," said the donkey. What does "boasting" mean? A. Showing off B. Jumping C. Talking loudly D. Hungry	A. showing off	The student needs to identify the meaning of an unknown word from contextual clues when there are less prominent clues.
R2.2.1_P	What looked delicious?	(The) grapes	The information is a simple inference that uses a pronoun (they) reference across consecutive sentences and there is no competing information.
R2.2.1_M	Who wants the grapes?	Grapes	The information is a simple inference that relates two pieces of information from across consecutive sentences when there is limited competing information (fox and donkey).
R2.2.1_M	Why did the fox jump up again and again? A. He liked jumping B. It was a good game C. To try to get the grapes D. The donkey surprised him	C. To try to get the grapes	The information is a simple inference that relates two pieces of information from across consecutive sentences when there is limited competing information (such as "being strong").
R2.2.1_E	Why was the donkey laughing?	Fox looked silly (jumping up and down to try to reach the grapes)	The information is a simple inference that relates two pieces of explicit information from across one or more paragraphs when there is more distance or more competing information (jumping and laughing).

**Table 29: Grade 3, Example 4—Information (Description): Grass**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_E	Write two places where grass can grow.	Soil and cracks in rocks	The information about the two places is separated by competing information across several sentences, but does appear adjacent to the information through direct word matching (grass grows in soil) and close word matching (it can grow in cracks of rocks).
R1.3.1_M	What is one way that soil can get into the crack in a rock?	Wind/rain	The information is prominently located towards the beginning of the text and is found by synonymous word matching with “get into” and “fills,” with no competing information.
R1.3.1_M	How do grass seeds get into the crack of a rock?	Wind	The information is prominently located towards the beginning of the text and is found by synonymous word matching with “get into” and “lands.”
R1.3.1_E	What is one of the things that the wind can bring into the crack of a rock?	Soil/seeds/water/rain	The information for the key appears across the whole text in places that are not prominent and are separated by competing information (such as sun and grass). The information is found by synonymous word matching with “can bring” and “blows.”
R2.2.1_M	What makes grass grow fast?	Water and/or sun	The information is a simple inference through a synonymous match with “fast” and “quickly.” The key is one of two possible pieces of prominent, explicit information and there is limited competing information (such as wind)
R2.2.1_E	Why can grass grow in the cracks in rocks?	Because there is soil in the cracks	The key is dependent on understanding the causal connection between pieces of explicit information (how grass grows and why it can grow in cracks of rocks) from several sentences, with limited competing information (wind and sun).
R2.3.1_M	What is this text mainly about? A. How grass grows B. Why grass is good C. Why rocks have cracks D. How the wind blows rain	A. How grass grows	The key refers to the general topic of the text when it is prominent but not explicitly stated.

**Table 30: Grade 3, Example 5—Information (Description): Aliyah**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_M	In what season are the sheep led to the mountain meadows?	Summer	The information is adjacent to the direct word matching of “mountain meadows” and there is limited competing information, with the reference to “cold winter months” later in the text.
R1.3.1_M	Where do the sheep go in the colder months?	The shed	The information is explicit and located by synonymous word matching (“go” and “stay”) when there is no competing information.
R2.1.1_M	Choose the picture that shows a steep mountain track. (a) [image of a flat clear track] (b) [image of a steep track] (c) [image of a flat track with lots of rocks] (d) [image of flat track covered with water]	(b) [Image of a steep track]	The student needs to identify the meaning of an unknown word when there are prominent clues (“mountain” and “strong legs from walking up and down” provide contextual clues). (Note that “steep” in English is likely to be an unknown word for grade three students. This may not apply in other languages.)
R2.2.1_P	What happens to the mountain track in winter?	Becomes icy and/or slippery	The information is a simple inference that relates the two pieces of explicit information from across consecutive sentences: “cold winter months” and “ice makes the tracks slippery.” There is no competing information.

Ref #	Items	Acceptable Key/s	Notes
R2.2.1_M	Why does Aliyah only play sliding games in winter?	This is the only time the tracks have slippery ice	The information is a simple inference that relates the two pieces of explicit information from across consecutive sentences: “cold winter months” and “ice makes the tracks slippery.” There is limited competing information about the sheep being in the shed, so not needing to take them to the mountain meadows.
R2.2.1_E	Why could it be bad to walk on the mountain track in winter?	You can slip over	The information is a simple inference that relates explicit information from across one or more paragraphs when there is more distance (the tracks are both steep and slippery).

## GRADE 4 TEXTS AND EXAMPLE ITEMS

**Table 31: Grade 4, Example 1—Story: The Accident**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	What was Than walking down?	Stairs/steps	The information is in the prominent position of the first sentence and can be found by direct word matching. There is no competing information in the same location.
R1.2.1_P	Where was Than when he slipped?	At home (stairs/steps also acceptable)	The information is in the prominent position of the first sentence and can be found by direct word matching. The answer ‘Home’ is adjacent to ‘when he slipped’. There is no competing information in the same location.
R1.2.1_M	Who fell to the bottom of the stairs?	Than	The information is nearby to the matched words, as a pronoun link is required to identify that ‘he fell all the way to the bottom’ refers to Than mentioned at the start of the previous sentence. The limited competing information is that there are other characters in the text (Mum and Dad).
R1.3.1_P	What did Mum tell Dad to do?	Ring the ambulance	The information is in a prominent place because it is the only speech in the text and is found by synonymous word matching ('tell Dad to do' and 'called to Dad').
R1.3.1_M	Who came quickly to help Than?	Mum	The information is found by synonymous word matching ('came quickly' and 'came running') and there is limited competing information (Dad).
R2.2.1_M	Than fell down the stairs. Why did Mum want the ambulance to come?	Because Than had hurt his leg	The information is a simple inference across adjacent sentences and there is limited competing information (such as the word ‘blood’).
R2.2.2_P	What happened first?  A. Dad told Than not to move B. Mum came running C. The ambulance was called D. Than fell down the stairs	D. Than fell down the stairs	The first action from a sequence within the text is identified when these are presented out of order in the task. These actions are prominent as they constitute all of the main actions in a short text.
R2.2.2_M	Put these actions in order:  • Dad told Than not to move • Mum came running • The ambulance was called • Than fell down the stairs	• Than fell down the stairs (1) • Mum came running (2) • The ambulance was called (3) • Dad told Than not to move (4)	The sequential order of four actions within the text is identified. These actions are prominent as they constitute all of the main actions in a short text.

**Table 32: Grade 4, Example 2—Story: Noga the Small Girl**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Who is the smallest girl in the class?	Noga	The information is in the prominent position of the first sentence and can be found by direct word matching of “smallest girl in her class.” The answer is adjacent. There is no competing information in the same location.
R1.2.1_M	Who says it's ok to be small?	Mum / Noga's mother	The words “it's ok to be small” must be matched to the direct speech in the text and then a pronoun link must be made from “she” back to Noga's mother. There is competing information in terms of matching words, as Noga does not think it is “ok to be small.” There are also two characters.
R1.3.1_M	What is Noga doing when she hears a chirping sound?	Walking	The information is not prominent and requires synonymous word matching (walking and doing). There is also limited competing information with the other actions in the sentences that follow (such as crawling and picking up and gently placing the bird onto a branch).
R2.1.1_P	“The bird chirps happily.” What is another word for “chirps”?	Sings / tweets / any kind of bird noise	The word “chirps” is likely to be an unfamiliar word at this level. There are prominent clues that this is a sound that a bird makes, as Noga hears the bird chirping.
R2.2.1_P	Noga is out walking. What is making the sound Noga hears?	A baby bird	The information is a simple inference found by relating two pieces of explicit information from across consecutive sentences when there is no competing information.
R2.2.1_M	Why does Noga pick up the baby bird?  A. To protect the bird B. To rescue the bird C. Because she likes birds D. Because it was chirping	B. To rescue the bird	The implication is that Noga is helping the bird, so the connection needs to be made between the action of Noga hearing the chirping, and taking the baby bird out of the hole. There is some competing information with reference to “a big kid.”
R2.2.1_E	Why does Noga smile all the way home?  A. Because she is going home B. Because she heard the bird chirping C. Because she realizes it can help to be small D. Because she knows she will grow taller one day	C. Because she realizes it can help to be small	Understanding why Noga is smiling at the end of the story requires recognizing the implied links across much of the story between Noga being able to help the baby bird because she is small. There is strongly competing information, as at the start of the story Noga did not like being small.
R2.2.1_E	“How lucky that I was walking past, and not some big kid.”  Why is it lucky that a big kid did not walk past?	Because they would not have been able to fit in the hole to rescue the bird	The information is a simple inference that is reached by evidence that appears across the text (being small, being able to fit in the hole, helping the bird) and the competing information is in the understanding that a big kid would not fit in the hole or be able to help the bird.
R2.3.1_M	What is the main idea of this text?  A. Being small can be good B. Big kids don't like to help C. It's lucky to help baby birds D. Mothers are sometimes wrong	A. Being small can be good	The main idea that being small can be good is not explicitly stated, it is implied.
R3.1.1_M	What is the purpose of this text?  A. To tell a story B. To explain an idea C. To give instructions D. To describe an animal	A. To tell a story	Identify the purpose of the text when it is not explicitly stated by using prominent clues (such as the story-like interaction of characters, development of plot, and conclusion).

**Table 33: Grade 4, Example 3—Information: The Dwarf Lantern Shark**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_M	How do dwarf lantern sharks make their own light?	They glow in the dark	The information is found by direct- or close-word matching which is nearby but not adjacent to the matched word and there is limited competing information. The limited competing information is about their size being an influence rather than their environment.
R1.2.1_E	Copy two different facts about the dwarf lantern shark.	Harmless OR cannot hurt you / small / glow in the dark OR make their own light / live at the bottom of the ocean (Note: Must be two different facts; can't be two synonymous facts.)	The multiple pieces of information appear across the whole text in both prominent and not prominent places and the competing information is the phrase, 'sharks are large'.
R1.3.1_E	What is the size of a dwarf lantern shark?	About the same size as your hand / smaller than your hand / it's not big / not large/ very small	The information is found by synonymous word matching where adjectives that indicate size are mentioned (large, small). The limited competing information is about the reader thinking sharks are usually large.
R2.1.1_P	"Some sharks are harmless." What does "harmless" mean? A. Safe B. Light C. Large D. Dangerous	A. Safe	The student needs to identify the meaning of the word when there are multiple prominent clues at the beginning of the text (such as 'cannot hurt you' and 'so small you can hold it in one hand').
R2.2.1_P	Which part of the ocean do dwarf lantern sharks live in?	At the bottom of very deep oceans / or deep part	The information requires drawing a simple inference across consecutive sentences where the link is a pronoun reference (they) and there is no competing information.
R2.2.1_E	Why does the dwarf lantern shark need to glow in the dark?	Because there is no light where they live / they live at the bottom of very deep oceans	The information requires drawing a simple inference from across a paragraph, but not consecutive sentences, ('...they glow in the dark' and 'There is no light where they live.'). The additional difficulty is that the information is unusual, and likely to be highly unfamiliar, rather than the presence of competing information.
R2.3.1_M	What does this text tell you about dwarf lantern sharks? A. What food they eat B. How they have babies C. Why you should be afraid of them D. How they are different from other sharks	D. How they are different from other sharks	The main idea that the dwarf lantern shark is not like other sharks is prominent, but not explicitly stated. The first two paragraphs set up the surprise that this shark is not one to be afraid of and the third paragraph opens with the words "another unusual thing." The other options are clearly incorrect, making this an "M-item," as these options are easy to dismiss.
R3.1.1_M	What is the purpose of this text? A. To tell a story B. To give information C. To provide a warning D. To give instructions	B. To give information	The purpose of the text is not explicitly stated but there are prominent clues in the way that the structure and content support an information-style text.

Ref #	Items	Acceptable Key/s	Notes
R3.2.1_M	<p>Do you think the dwarf lantern shark is able to take care of itself?</p> <p style="text-align: center;">Yes      No</p> <p>Write information from the text to show why you think this is true.</p> <p>Give a reason for your answer using evidence from the text.</p>	<p>Yes: They can make their own light in a place where it is dark</p> <p>No: They are too small to protect themselves from bigger animals</p>	There is sufficient evidence in the text to support an opinion that the shark either can, or cannot, take care of itself well.

**Table 34: Grade 4, Example 4—Information: Animals in Nature**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_E	<p>Why can't predators see chameleons?</p> <p>A. Chameleons stay very still B. Chameleons hide behind large rocks C. Chameleons spit poison into the animal's eyes D. Chameleons match the color of the background</p>	D. Chameleons match the color of the background	The word "camouflage" is a less common grade 4-level word in English. No clues are provided in the text as to its meaning and the correct definition is the item key, with the three distractors being plausible substitutes for the context.
R1.2.1_M	Find one prey animal from the text that can kill a predator.	Spiders or Snakes	The information is found by direct word matching "kills predators" and is nearby but not adjacent to the matched word (spiders and snakes). There is limited competing information with many other prey and predators mentioned throughout the text.
R2.1.1_P	Why are some animals called predators?	Eat other animals/prey	The information is prominent, as it appears in the first two sentences and is found by synonymous word matching ("certain animals eat other animals" and "... called predators"). There is no competing information in this prominent area.
R2.1.1_M	<p>Why are some animals called prey?</p> <p>A. Because they are lucky B. Because they are fast C. Because other animals cannot see them D. Because other animals want to eat them</p>	D. Because other animals want to eat them	The meaning of an unknown word such as "prey" can be inferred based on clues in the third and fourth sentences. There is limited competing information about defensive actions that prey take.
R2.2.1_P	<p>"This is how nature works."</p> <p>What does this mean?</p> <p>A. All animals are prey B. All animals are predators C. Sometimes prey escape and sometimes they do not D. Sometimes predators escape and sometimes they do not</p>	C. Sometimes prey escape and sometimes they do not	The information is a simple inference that relates pieces of explicit information from across the text when there is more distance or more competing information (understanding the difference between "prey" and "predator").
R3.1.1_M	How is most of the information in this text presented?	A. As a list	The purpose of the four sentences all starting with 'animals like' is to create a list of examples. In this item, the way the information is presented must be identified, which implies an understanding of the purpose. The distractors are clearly incorrect, making the item "meets."

## GRADE 5 TEXTS AND EXAMPLE ITEMS

**Table 35: Grade 5, Example 1—Information: The Giant Coconut Crab**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Where does the giant coconut crab live?	In Asia	A direct word match can be made with the word “live,” which appears in the prominent position of the first sentence in the text. The information “in Asia” is adjacent to the word match and there is no other competing information.
R1.2.1_M	How wide is a giant coconut crab when measured from its left leg to its right leg?	Nearly one meter wide / one really big step	The close word matching of “leg” to “legs” is nearby but not adjacent to the information “one meter.” There is limited competing information with the word “small.”
R1.3.1_P	Write one other name used for the giant coconut crab.	Robber crab /palm thief	The synonymous word matching can be made with “name” and “also called” from the sentence that appears in the prominent position at the end of the text. There is no competing information.
R1.3.1_M	How does the giant coconut crab find something to eat when it's dark?	By smell / uses its sense of smell	The synonymous word matching can be made with “look for food” and “and find something to eat” in the less prominent area of the middle of the text. There is some competing information with the adjacent sentence containing the words “shiny” and “sparkly.”
R2.1.1b_M	Why is the giant coconut crab also called a “robber crab”?	Because it takes away / steals jewelry/watches	A connection needs to be made between the clue given in the middle of the text that describes the crab “taking away” or stealing valuable objects and the figurative expression “robber crab” that appears in the last sentence.
R2.2.1_E	Write two reasons why the crab is called a giant coconut crab.	Refers to its size (e.g., “it is very big”) AND Refers to its interactions with coconuts (e.g., it climbs coconut trees / it eats coconuts)	A connection needs to be made between the description of the very large size of the crab (the content of the first paragraph) and the description of how the crab climbs trees and opens coconuts (the content of the second paragraph). There is some competing information with mistaking the title to mean that the coconuts are of a giant size.

**Table 36: Grade 5, Example 2—Information: Salt**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_M	"Some people use it to clean away soot from chimneys." What is a chimney? A. A type of furniture B. A type of cleaning brush C. A place to burn firewood D. A place for smoke to pass through	D. A place for smoke to pass through	There are no clues provided in the text to indicate the definition of this word, and the distractors are as plausible as the key, so students will need to recognize it from their own knowledge.
R1.2.1_M	Salt makes food taste better. What is another reason why salt is added to food?	To stop it from spoiling / going bad	The information can be found by close-word matching ("Salt is also used to keep food from spoiling") in a nearby, but not adjacent location, to the matched word. There is some competing information in the second paragraph ("helps your body use the food you eat").
R1.3.1_M	Write one way that salt is good for your body.	Refers to any one of the following: makes your muscles move / helps your blood flow/ helps your body use the food you eat / stops you from feeling dizzy and tired	The explicit information can be found by synonymous word matching (Salt is very important for your body to work) in the middle of the text, which is not a prominent place. There is some competing information with the phrase, "too much salt can also make you sick," which contradicts the premise of the item.
R2.1.1_M	"Salt is also used to keep food from spoiling." What does "spoiling" mean here? A. Drying B. Melting C. Rotting D. Burning	C. Rotting	In English, the term "spoiling" has a variety of meanings. The specific meaning in this text is explained in the paragraph, "so it will keep to eat later"—that is, to prevent it from rotting. The part of the text that it appears in is not prominent and the meaning of the word "spoiling" is supported by clues in the adjacent sentence (you can add salt to fresh meat or fish to dry it out so it will keep to eat later).
R2.3.1_E	What is the main idea in this text? A. Salt has many benefits. B. Salt is dangerous. C. Salt can be used for cleaning. D. Salt makes you strong.	A. Salt has many benefits.	To understand the main idea in this text is to synthesize all the explicit information and reach a conclusion. The other options are all present in the text but are secondary ideas.
R3.1.1_M	What is the purpose of this text about salt? A. To advertise it B. To give information C. To provide a warning D. To share cooking tips	B. To give information	Identification of text type requires understanding of the presentation and content of this genre. The text has prominent clues indicating it is an information text, as it focuses on providing a series of facts about salt.

**Table 37: Grade 5, Example 3—Story: Chiumbo and the Goats**

Ref #	Items	Acceptable Key/s	Notes
R2.2.1_P	Chiumbo's father said, "You are a very lucky boy." Why is Chiumbo lucky? A. Because he can sleep at work B. Because his father waits for him C. Because the goats were found D. Because he is the best goat minder	C. Because the goats were found	The connection needs to be made between the statement made by the father and the follow-up information in the next sentence about the goats being found. Due to the close location of the explanation, there is no plausible competing information.
R2.2.3_M	Number these actions in the order they appear in the story. <ul style="list-style-type: none"><li>• An eagle tried to take a baby goat</li><li>• Chiumbo cannot find the goats</li><li>• A thief stole the goats</li><li>• An old man brought the goats back</li></ul>	<ul style="list-style-type: none"><li>• An eagle tried to take a baby goat (2)</li><li>• Chiumbo cannot find the goats (4)</li><li>• A thief stole the goats (3)</li><li>• An old man brought the goats back (1)</li></ul>	The sentences describe four events that happen chronologically in the story and need to be ordered into the correct sequence.
R2.2.4_E	How does Chiumbo feel about the old man and the birds waking him up? A. Angry B. Grateful C. Confused D. Excited	B. Grateful	The item provides two prominent instances of the character reacting in the same way to being awoken. The text shows his reaction through what he says ("Thank you, old man" and "Thank you, birds") instead of explicitly stating what he is thinking. The competing information is the unexpected reaction of being thankful or grateful when the other options are more common reactions to being woken up.
R3.2.1_M	Do you think Chiumbo should have been punished for sleeping instead of watching the goats? Yes      No Use evidence from the text to support your answer.	Answers "yes" and refers to: <ul style="list-style-type: none"><li>• The goats being stolen because he wasn't doing his job</li></ul> OR Answers "no" and refers to: <ul style="list-style-type: none"><li>• He told the truth</li><li>• He learned from his mistake because now he is the best minder in the village</li></ul>	The text provides evidence to support either argument. A broad understanding of the story is needed to support the argument. Evidence for both sides is prominent in the text.

**Table 38: Grade 5, Example 4—Procedural: Orange and Cardamom Fruit Salad**

Ref #	Items	Acceptable Key/s	Notes
R1.2.2_M	Write one thing listed in the text that is put into the saucepan.	(Orange) juice / cardamom / honey	The information is found by direct word matching with “saucepan,” but it is in the middle of the procedural list and is therefore not prominent. There is some competing information with “orange” and “raisins” also being ingredients listed.
R1.3.2_M	The ingredients list says 4 oranges but only 3 oranges are peeled and sliced. What is the other orange used for?	Juicing / squeezing for juice	The connection needs to be made through synonymous word matching of “other orange used for” in the question and “put the juice of one orange” in the middle of the procedural list. The information in the text is not prominent. There is some competing information in the instructions relating to the other three oranges.
R2.1.1b_M	“Pick over the raisins ...” What does “pick over” mean? A. Take out B. Put in C. Check D. Wash	C. Check	A connection needs to be made between the figurative expression “pick over” at the beginning of the sentence and the clue that immediately appears at the end of the sentence, “to remove any stalks.”
R2.2.2_M	Each sentence in the Instructions section starts with a number. What is the meaning of these numbers? A. How many things you need B. The ordering of the tasks C. The ranking of best taste D. The times it takes to cook	B. The ordering of the tasks	This text uses numerals to explain several different concepts (quantifying, showing procedure, and time measurement). The connection needs to be made between the meaning of the numbers in the Instructions section as a way to signify the order of tasks. The main source of competing information is in the Ingredients section where the numbers are used to show quantities.
R2.2.3_M	What do you need to do just after you put the juice, honey, and cardamom into the saucepan?	Refers to heating the sauce / heating gently for 5 minutes	Identifies the next step that appears in the middle of a procedural text.
R3.1.1_M	What can you learn from this text? A. How to be safe in the kitchen B. How to cool hot food C. How to cut fruit D. How to make a dessert	D. How to make a dessert	The purpose of this text needs to be identified by understanding what the outcome will be of following the instructions. While there are many individual actions stated, this question asks about the overall purpose of the text.

## GRADE 6 TEXTS AND EXAMPLE ITEMS

**Table 39: Example 1—Information: Sevan Trout**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Who banned fishing in the lake?	Refers to the government	A direct match can be made to “banned fishing in the lake” at the start of the third paragraph. The required information is adjacent to the matched words and there is limited competing information, as farmers are unlikely to be issuing a ban and are not mentioned until later in the paragraph.
R1.2.1_M	Why were new fish put in the lake?	Refers to food supply, e.g., more fish to catch/eat	A direct match can be made to “new fish” in the second sentence of the second paragraph. This sentence must be linked back to the first sentence to recognize that the fish listed are all new fish. The text explicitly states that these fish were put in the lake for people to catch and eat. The reference in the same paragraph to the Sevan trout (the original fish) is competing information.
R1.3.1_M	What reduced the amount of food available for the Sevan trout?	Refers to new fish (eating the Sevan trout’s food)	The required information is located towards the end of the second paragraph. The synonymous match requires recognizing that if the new fish ate a lot of the food that the Sevan trout used to eat then this means the new fish were the cause of reduced food for the Sevan trout. There is competing information as there were other threats to the Sevan trout (reduced water levels and more people catching the Sevan trout), but these were not the cause of reduced food.
R2.1.1_M	Copy the words from the text that mean the same as endangered.	Writes “becoming extinct” or “extinct”	The second sentence of the text identifies that the fish are “in danger” of becoming extinct. In English, morphological clues from the base word “danger” in “endangered” support identifying that becoming extinct is likely related to being endangered. Endangered is referred to in the final paragraph with an example of its meaning being “life threatening,” as the fish are endangered because they are often not able to breed. Note the familiarity of the words “endangered” and “extinct” in English is heavily dependent on context. This will affect the difficulty of this item.
R2.2.1_M	Why is the Sevan trout in danger of becoming extinct? Give one reason.	Refers to one of: other fish eating food, being caught, water levels dropping / not being able to breed	A connection needs to be made from the statement in the opening paragraph identifying that the Sevan trout is in danger of becoming extinct across to the second sentence of the middle paragraph, where two reasons are provided. A third reason can be identified by making a connection to the final paragraph. Any one of these reasons is acceptable. There is limited competing information, as the first sentence of the second paragraph identifies a reason, but this is insufficient on its own to explain the trout’s problem.
R2.2.1_E	Why is the Sevan trout in danger of becoming extinct? Give two reasons.	Refers to two of: other fish eating food, being caught, water levels dropping / not being able to breed	A connection needs to be made from the statement in the opening paragraph identifying that the Sevan trout is in danger of becoming extinct across to the second sentence of the middle paragraph, where two reasons are provided. A third reason can be identified by making a connection to the final paragraph. Any two of these reasons is acceptable, making it more challenging and thus “exceeds” rather than “meets.” There is limited competing information, as the first sentence of the second paragraph identifies a reason, but this is insufficient on its own to explain the trout’s problem.
R2.2.4_M	What is the writer’s attitude to the Sevan trout? A. Annoyed B. Caring C. Happy D. Uninterested	B. Caring	The writer’s point of view is not explicitly stated, but there are prominent clues that the writer cares about the Sevan trout: extinction is perceived as a danger; things that threaten the fish are seen as problems; and the most prominent clue is at the end, where the writer calls for a way to save the trout. The writer’s point of view is not explicitly stated.

Ref #	Items	Acceptable Key/s	Notes
R2.2.5_M	How did the trout get its name?	Refers to the lake	The evidence that the trout is named after the lake is prominent, as it is implied in the first sentence as the only place where the trout is found. The connection to the trout's name is not explicit.
R2.2.5_M	The government's actions suggest that people's needs are more important than the Sevan trout. Identify evidence from the text that supports this point of view.	Refers to encouraging more fishing or water needed for people more than the trout	The idea that the government's actions suggest people's needs are more important than those of the trout is implied. There are two sources of evidence: people are encouraged to fish by putting more fish in the lake, and people's need for water is not challenged even though it threatens the trout. Another way to save the trout is required. Both pieces of evidence are prominent, as they are the main ideas in the second and third paragraphs, respectively.
R2.2.5_E	The government's actions suggest that people's needs are more important than the Sevan trout. 1. Identify evidence from the text that supports this point of view.  AND 2. Identify evidence from the text that challenges this point of view.	1. Refers to encouraging more fishing or water needed for people more than the trout  2. Refers to banning fishing, so the needs of the trout were put first	The idea that the government's actions suggest people's needs are more important than those of the trout is implied. There are two sources of evidence: people are encouraged to fish by putting more fish in the lake, and people's need for water is not challenged even though it threatens the trout. Another way to save the trout is required. Both pieces of evidence are prominent, as they are the main ideas in the second and third paragraphs, respectively. For exceeds, evidence is also required to challenge this point of view. While the correct information is also prominent, at the start of the third paragraph, it is more challenging to find evidence to support opposing points of view. The idea that the government is now putting the needs of the trout ahead of people is also implied adjacent to strongly competing information, as the rest of the paragraph is about the importance of the needs of people.
R2.2.6_E	What is the writer's attitude to the problems of the Sevan trout? A. The writer knows how to solve them. B. The writer hopes that the problem will be solved. C. The writer does not think anyone can solve them. D. The writer thinks they are not worth solving.	B. The writer hopes that the problem will be solved.	The writer's attitude to the problems of the Sevan trout can be gleaned from some prominent clues indicating that the writer clearly wants the trout to be saved, and some more subtle clues that the writer does not have any ideas or suggestions about how to do this, but hopes that it will happen.
R2.2.6_M	This text is about the problems of the Sevan trout. Which of these is a good summary of the text? A. The problems are solved. B. The problems are unknown. C. The problems are minor. D. The problems are difficult.	D. The problems are difficult.	The main idea that the Sevan trout still needs to be saved is clearly stated, but the idea that saving it is difficult is implied. This requires synthesis of prominent information from across the whole of the text. There are multiple clues to support this, as the problems outlined in the second paragraph identify unintended serious consequences, only some of which are resolved by banning fishing, and the problems of the water level dropping are left as unresolvable with a new solution desired. The incorrect options reflect substantial misunderstanding of the main idea.

Ref #	Items	Acceptable Key/s	Notes
R2.3.1_E	What is the main idea of the last paragraph? A. The positive effect of banning fishing. B. The cause and effect of low water levels. C. The different ways that water is used. D. How to save the Sevan trout.	B. The cause and effect of low water levels.	The main idea and the secondary ideas in the last paragraph have been expressed as generalizations, making it a more difficult “exceeds” task to distinguish the main idea. The incorrect options are secondary details that are all mentioned in the last paragraph.
R3.1.1_M	What is the purpose of this text? A. To tell a story B. To advertise a product C. To give instructions D. To give information	D. Give information	Identification of text type requires external knowledge of their different features and styles. Information texts are one of the earliest text types introduced. The text has prominent, familiar features of an information text as it focuses on the Sevan trout and lists several problems that are endangering the trout. The text opens with some background history, so it could be construed as a story, and the description of the problems and solutions could be construed as instructions, providing some limited competing information about text types.
R3.2.1_M	Jo and Maria have different opinions about the greatest problem that the Sevan trout faces now.  <b>Jo</b> thinks that the greatest problem is the new fish in the lake. <b>Maria</b> thinks that the greatest problem is water levels dropping in the lake. Who do you agree with? Circle one: Jo   Maria Use evidence from the text to give a reason for your answer.	Selects Jo and refers to the trout starving/dying through competition for food / lack of food (identifying being caught is incorrect, as this is not a problem now)  OR  Selects Jo and refers to being unable to breed, thus dying out (lack of water is an insufficient response)	Relevant evidence needs to be identified to justify either Jo's or Maria's opinion. The evidence is prominent, as it is located close to each of the separate problems. The extent of the threat to the trout is implied in both cases, which is that the trout will die of starvation or failure to breed.
R3.2.1_E	The new fish caused two problems. Did banning fishing fix them both?	Refers to only fixing the trout being caught, but not their food being eaten	The impact of an action needs to be evaluated. Information about fishing being banned needs to be linked back to the previous paragraph where the two problems are clearly outlined. A simple link is required to identify that banning fishing will stop people catching trout, which is one problem solved. However, contrary to expectations, the other problem of the new fish eating the same food as the trout is not resolved and requires extrapolation beyond the text. The new fish are still in the lake, implying that they are still competing for resources, and possibly in even larger numbers, as they also are no longer being caught.

Ref #	Items	Acceptable Key/s	Notes
R3.3.1_M	<p>Which of the following is an opinion?</p> <ul style="list-style-type: none"> <li>A. “It has been in danger of becoming extinct for quite some time.”</li> <li>B. “The new fish ate a lot of the food.”</li> <li>C. “The water levels in the lake have dropped.”</li> <li>D. “We still need to find a way to save the Sevan trout.”</li> </ul>	D. “We still need to find a way to save the Sevan trout.”	<p>There are prominent clues about which information is an opinion, as this is a statement of a desire, whereas the other statements simply quantify references to time and amount, making them typical statements of fact.</p>

**Table 40: Grade 6, Example 2—Story: The Old House**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Who was feeling very tired?	Refers to Lee	The information is prominent because it is in the first sentence. There is a direct match to “was very tired” with Lee as the adjacent information. There is limited competing information. There are only two characters and matching “feeling” alone could lead to incorrectly selecting Chang.
R1.2.1_M	Why does Chang think no one lives in the house?	Refers to the door being unlocked or creaking open	“No one lives” can be directly matched to the start of the second paragraph, with “here” in the text needing to be matched to “house” in the question. The relevant information is nearby but requires reading across a brief exchange of conversation to locate Chang’s directly stated reason that the door was not locked.
R1.2.1_E	List two sounds made by doors.	Refers to two of: “creak,” “groan,” or “scrapping”	There are several references to doors in the text, so the word can be directly matched, but only some references to a door have an associated sound described nearby. There is extensive competing information as several other sounds are heard, but these are not caused by a door.
R1.3.1_P	Which statement was said very quietly? A. “How can you be sure?” B. “The door wasn’t even locked!” C. “You go first.” D. “What’s that noise?”	A. “How can you be sure?”	A simple synonymous match is required between “very quietly” in the question to “whispered” in the text to identify which of the given statements was whispered. The correct answer is the first option, which is a prominent statement at the start of the text. There is limited competing information as all the statements are from the text, but only one is clearly whispered.
R1.3.1_M	What did the boys decide was good about the house?	Refers to one of: being warm, out of the wind, able to rest	This information is not prominent. There are multiple examples of the house being scary. It is only towards the end that Chang says it is “better than being outside,” which provides a synonymous match with “good” as a desirable feature of the house. Chang then identifies warmth and rest. Either feature is acceptable. There is competing information, as the frightening elements of the house suggest it is unsuitable for resting and the howling wind suggests that it is cold.
R1.3.1_E	Some things in the old house are broken and need to be fixed. Choose two broken things and describe how they are broken.	Refers to two of: hinge off door, tap drips, iron roof clatters, door hangs/scrapes	Some support is provided for the meaning of “broken” in the question, as these are described as “things that need to be fixed.” Two synonymous matches to broken are required from four possibilities: a hinge falls off a door, a leaky tap drips, something is clattering on the iron roof, and a hanging door is scraping. The broken objects are scattered through the text, making it harder to find two pieces, and there is some competing information, as a bed is also mentioned, but it is not broken.
R2.1.1_P	“... something clattering on the iron roof above.” What does “clattering” mean?	Refers to making a noise/banging	In English, “clattering” sounds like the noise that it makes, providing a prominent clue. There are also multiple other clues, as most of the text is about the noises that the boys hear that make them scared. (Note that “clattering” in English is likely to be an unknown word for grade six students. This may not apply in other languages.)
R2.1.1_E	“The door wasn’t even locked!” How did Chang sound when he said this? A. Afraid B. Foolish C. Unsure D. Confident	D. confident	The question must be linked to the text. There are limited clues for the meaning of Chang speaking boldly, which are provided by Chang suggesting they should go, implying confidence, and in bravely, saying they need to stay in the house towards the end. However, this is undermined by Chang also pushing Lee through the door first, suggesting Chang is not very brave. There is other strongly competing information, as there are many reasons for Chang to be afraid. (Note that “boldly” in English is likely to be an unknown word for grade 6 students. This may not apply in other languages.)

Ref #	Items	Acceptable Key/s	Notes
R2.2.1_E	Why does Chang push Lee forward so that Lee goes first?	Refers to also being a bit scared / not being as bold as he sounds	This is an example of making an inference despite some strongly competing information, as there are implied contradictions in Chang's behavior. Chang initiates going into the house and boldly declares the door wasn't even locked, but by insisting Lee go first and pushing him forwards, Chang's actions imply that he is actually a bit nervous and would rather Lee face whatever might be in the house first. A literal reading that Chang is being kind, or including Lee, is incorrect.
R2.2.3_P	What is the last noise the boys hear in the story? A. Groan B. Clatter C. Howling D. Scraping	C. Howling	The last event in a sequence of noises described in chronological order is identified. This is made easier by it is also mentioned near the end of the text.
R2.2.3_M	Number these noises in the order in which the boys hear them: <ul style="list-style-type: none"><li>• Tap dripping</li><li>• Hinge hitting a rock</li><li>• Clattering on roof</li><li>• Door creaking open</li></ul>	Order is: 3 2 4 1	Four events are ordered in the sequence in which they are chronologically presented in the text.
R2.2.4_P	Why doesn't Lee want to stay in the house?	Refers to not liking it / being scary	Lee's point of view about not liking the house and finding it scary is explicitly stated towards the end of the text. There are multiple earlier clues that Lee is finding the experience frightening. There is some limited competing information, as Chang is behaving bravely at times, but the characters' names are used frequently, making pronoun references easy to follow.
R2.2.4_M	How does Chang feel about being in the house?	2 points: identifies ambivalence 1point: identifies bravery only	For "meets," only a partial credit is achieved with the clues about Chang's confidence considered and the clues about his uncertainty ignored.
R2.2.4_E	How does Chang feel about being in the house?	2 points: identifies ambivalence of bravery and fear 1point: identifies bravery only	For "exceeds," students who identify Chang's ambivalence score two points. Chang initiates going into the house and boldly declares the door wasn't even locked, but by insisting Lee go first and actually pushing him forwards, Chang's actions imply that he is a bit nervous and would rather Lee face whatever might be in the house first. Chang's voice trails off as he attempts to discount a noise as a bat or a bird, also giving a clue to his uncertainty, but then he bravely says they have to stay because they need to get warm and rest.
R2.2.5_P	Lee says the house is scary. Describe one thing Lee does that shows he is afraid.	Refers to one of: whispers, grabs Chang's arm, hisses	Lee says that the house is scary. Grabbing Chang's arm is the most obvious evidence of his fear, but whispering and hissing are also indications that he is trying to be inconspicuous, which also suggests fear. Apart from the final sentence, all Lee's previous actions are prompted by fear.
R2.2.5_M	Describe one piece of evidence that shows that Chang is also afraid.	Refers to one of: pushing Lee through first, voice trailing off	Chang never acknowledges that he is afraid. He speaks boldly at first and bravely at the end, but there are prominent clues about his fear in pushing Lee through the door first and his voice trailing off. There is limited competing information, with two characters making confusion possible; however, the characters' names are used frequently, making pronoun references easy to follow.
R2.2.6_M	What did the boys decide to do in the end?	Refers to staying in the house	Connections need to be made across the last four sentences to identify that Chang wants to stay and rest, and despite his initial reluctance, Lee finally decides Chang is correct, clearly implying that they will both stay in the house.

Ref #	Items	Acceptable Key/s	Notes
R2.3.1_P	This story is called “The Old House.” What is another good name for this story?	Refers to the house being scary, broken down, empty, ghost-like  OR  Refers to an adventure, a thrilling/frightening experience or any other plausible generalization	Generating an alternative, plausible title of this story requires identifying the main idea. The alternative title can focus on the dilapidated nature of the house, the frightening nature of the experience, or the sense of adventure. This is “partial,” as very simple alternatives to the title, such as, “The scary house” or “Chang and Lee’s adventure,” are acceptable answers. There are multiple clues throughout the text for these kinds of answers.
R2.3.1_M	What is the main idea in the description of the house?  A. It is a warm place to rest. B. It makes many scary noises. C. It is out of the wind. D. It needs some repairs.	B. It makes scary noises.	The main idea in the description of the house is that it makes a lot of scary noises. This idea is prominent because it is repeated multiple times with additional detail about the source of the noise or the sound of the noise and is the main focus of the boys’ attention. The need for repairs is a secondary detail that is not elaborated. The house being warm and out of the wind is a reason for staying, but there are no additional details provided to suggest warmth or protection from the wind.
R3.1.1_M	What is the purpose of this text?  A. Tell a story B. Provide a warning C. Give instructions D. Give information	A. tell a story	Identification of text type requires external knowledge of their different features and styles. Narratives are one of the earliest text types introduced. In English, the simpler, more familiar term story is used in the item. The text has prominent familiar story features, as it is concerned with the feelings and interactions between two characters. There is a simple plot: the characters need to rest, have reservations because the house is scary, but eventually decide to stay. The incorrect options are text types for which there is little support in the text, meaning there is little competing information.
R3.1.1_E	“Probably just a bat or a bird or a ...”  Why does the sentence end like this ...?	Refers to voice becoming too quiet to hear, information missing or sentence being unfinished	An ellipsis is unlikely to be a familiar paratextual term, putting this item into “exceeds.” However, there is a clue about the meaning, as Chang’s voice trails off, suggesting that he can no longer be heard or that he has failed to finish the sentence, making it possible to infer the purpose in this text.
R3.1.2_M	“The door slowly creaked open.” “Creaked” is a good description of the sound the door makes. Copy two or more words from the text that are good descriptions of sounds.	Any two of: groan, sharp, drip, clattering, scraping, howling	At this level, the purpose of word selection to emphasize sound has been provided with an example to ensure the task is clear. There are multiple examples of the similar use of words in the text, making the evidence prominent.
R3.1.2_E	“Let’s go in,’ whispered Chang.” “Whispered” tells you how Chang spoke. Copy two different words from the text that tell you other ways that the boys speak.	Refers to two of: boldly, trailed (off), hissed, bravely	At this level, the purpose of word selection to describe how Chang speaks has been provided with an example to ensure the task is clear. There are only three other examples and these are widely separated, making the evidence less prominent. “Boldly” and “bravely” are more commonly used to refer to behavior rather than speech. Similarly, “trailed off” is a less common way of describing speech.

Ref #	Items	Acceptable Key/s	Notes
R3.1.3_M	Who do you think is most likely to read this text? Give a reason for your opinion.	Refers to children or another possible audience with a plausible reason, e.g., children—it is a simple story; teachers—to use in class	Narratives are a familiar text type. The text has prominent features of a simple story, as it is concerned with the feelings and interactions between two characters. There is a simple plot: the characters need to rest, have reservations because the house is scary, but eventually decide to stay. This makes for prominent clues that the audience is likely children, or people concerned with children, such as a teacher reading to the class or a parent reading to children, or someone who is learning to read themselves. A simple reason is required to allow for plausible justification of a range of possible audiences depending on context.
R3.2.1_P	Chang seems to be quite brave in this story. What kind of a boy do you think Lee is?	Provides a plausible opinion about Lee	Chang being quite brave is provided as an example to show that the kind of answer required is about character attributes. There are several plausible ways to describe Lee. Multiple clues support forming the opinion that Lee is cautious and nervous about entering and being in the house. He is easily scared. He is also very tired, but willing to go along with Chang, so this would support an opinion that Lee is a follower or willing to try hard to keep up with Chang. Any plausible opinion is acceptable and does not have to be supported with evidence for “partial.”
R3.2.1_M	Do you think the boys should stay in the house? Use evidence from the text to support your opinion.	Says Yes or No and uses plausible evidence, e.g., Yes, they need to rest; No, it is not their house	The boys need shelter, so they enter a house that appears to be empty but is also a bit scary. An on-balance judgment is required about the merits or desirability of their actions. There is sufficient evidence in the text to support a range of views and perspectives. The challenge is to form a view and then select the relevant evidence.
R3.2.1_E	Chang seems to be quite brave in this story. What kind of a boy do you think Lee is? Use evidence from the text to support your opinion.	Supports an opinion about Lee’s character with relevant evidence	Chang being quite brave is provided as an example to show that the kind of answer required is about character attributes. There are several plausible ways to describe Lee. Multiple clues support forming the opinion that Lee is cautious and nervous about entering and being in the house. He is easily scared. He is also very tired, but willing to go along with Chang, so this would support an opinion that Lee is a follower or willing to try hard to keep up with Chang. Any plausible opinion is acceptable, but it has to be supported with relevant evidence from the text for “exceeds.” In this case, a justifiable opinion about Lee is not contrary to expectations, but requires careful consideration of implied ideas to make and support a generalization.
R3.3.1_M	Which of the following is an opinion? A. Lee was very tired. B. The door wasn’t even locked. C. I don’t like this place. D. We are warm and we can rest.	C. I don’t like this place.	Distinguishing between factual information and opinion can be challenging. For “meets” at this level, prominent clues are provided, as the correct option clearly expresses a personal opinion by using a personal pronoun and expressing dislike. The other statements are factual descriptions of the state of things.
R3.3.1_E	At the start, Chang says, “No one lives here anymore.” When he says this, does he know it is a fact or is it his opinion? Give a reason.	Selects opinion and identifies that an unlocked door does not ensure that the house is unoccupied	Distinguishing between factual information and opinion can be challenging. For “exceeds” at this level, less prominent clues are provided. Chang’s statement at the start of the text appears to be an assertion of fact, but the only evidence he has is that the door was unlocked, which is insufficient. At this stage, this statement is an opinion.

**Table 41: Grade 6, Example 3—Information (Non-continuous): Seb’s Delivery Schedule**

Ref #	Items	Acceptable Key/s	Notes
R1.2.2_P	Which day does the boat bring goods to Seb? A. Friday B. Saturday C. Sunday D. Monday	D. Monday	The information about the days that goods are delivered is prominent because it is in the column headings in the first row of the table. Only one day can be matched. Monday is also prominent, as it is the first column heading.
R1.2.2_M	Which day does the boat bring flour?	Refers to Wednesday	Flour needs to be located in the table and then the column heading identified. Flour is not prominent, as it is in near the middle of the table. There is competing information for the other goods in the table and for the three other days goods are delivered.
R1.2.2_M	How many days each week does the boat bring goods? Circle the number 1 2 3 4 5 6 7	Circles 4	The column headings for each day of the week need to be counted. There are only four days, so counting skills required are minimal.
R1.2.2_E	Name two things that the boat only brings once a week.	Refers to two of: meat, milk, batteries, soap, rope, tea, coffee, dried beans, sugar, flour	This information requires careful scanning to ensure that the goods selected are not repeated elsewhere in the table. Limited matching is required as the days of the week are clearly labeled on the table.
R1.2.3_E	Name one thing that comes every Tuesday and Thursday, but no other days?	Refers to fruit or vegetables	There are three criteria that must be met: the goods must come on Tuesdays, on Thursdays, and on no other days. Limited matching is required, as the days of the week are clearly labeled on the table.
R1.3.2_P	Which kind of food is delivered only in the morning? A. Fruit B. Rice C. Fish D. Sugar	C: Fish	The information is prominent, as it is repeated across the first row. Kind of food is a synonymous match to the example of fish. There is limited competing information from the goods delivered in the afternoon.
R1.3.2_M	Name one afternoon when the boat only brings food.	Refers to Tuesday or Wednesday	The information requires scanning the goods delivered each day to eliminate any days where non-edible goods are delivered. Food is a synonymous match to the examples of edible goods in the table. Two days meet this criterion. Either is acceptable.
R1.3.2_E	When does the boat bring cleaning materials? Give the day and time.	Refers to Monday afternoon	A synonymous match is required between “cleaning materials” and “soap.” Both the row and column heading must be matched to identify the day and time.
R1.3.3_E	What cannot be eaten, and is delivered twice each week?	Refers to candles	There are two criteria: “cannot be eaten” and “delivered twice each week.” A synonymous match is required between “cannot be eaten” and goods in the table that match this description. Candles are the only goods that meet these two criteria.
R2.2.2_P	Name one day when there are no deliveries from the boat.	Refers to Friday, Saturday, or Sunday	The information about days of delivery in the column headings needs to be identified. By implication, any other days do not have deliveries.

Ref #	Items	Acceptable Key/s	Notes
R2.2.2_M	What does the information in the table suggest about the amount of fish that Seb sells? Give a reason for your answer.	Refers to selling a lot of fish because it comes three times / more fish deliveries than anything else / small fresh amounts / people want fresh fish	The information about fish deliveries in the table needs to be connected to identify that fish are delivered three out of four days, or more frequently than any other goods. Various interpretations or explanations are acceptable, as implied by the alternative credit-worthy answers provided. There is limited competing information in the frequency of delivery of the other goods that must be considered relative to the fish.
R3.1.1_M	Why does the table only have columns for some days of the week?	Refers to these being the only days goods are delivered	This item requires thinking about the structure of the table. The main idea of the table showing what the boats bring Seb each day is explicitly stated; however, the purpose of leaving some days out of the table is implied: these are the days when there are no deliveries. This feature of the table is simple to interpret and there is no competing information, as there are no other likely reasons these days would be omitted.
R3.1.3_E	Seb and her customers use this table so she knows which goods are coming each day. Name one other different group of people who would use this table.	Refers to one of: boat pilot, goods packers, goods suppliers	The sentences at the beginning of the text state that Seb is the audience for or user of the information in the table, and it is implied that Seb's customers are other likely users of the table's information ("goods for her to sell"). Generating one other plausible additional user requires common sense. As the goods come by boat, it is implied that the people supplying the goods, packing the goods, and/or piloting the boat also need to know which goods are required each day. It is the extent of the extrapolation required to consider how the needs of other users might be met by the same table, rather than clues or competing information, that puts this item in the "exceeds minimum proficiency" category.
R3.2.1_M	Look at the kinds of goods delivered in the morning compared with the afternoon. What do you think could explain the difference?	Refers to morning goods being perishable: so, needing ice / being cooler in the morning / not keeping so well	An opinion about why certain goods come in the morning needs to be supported by common knowledge using prominent information from the table. The information about the morning ice deliveries suggests that the morning goods are perishable and likely require ice. Delivering these goods in the cooler morning or possibly the need for these goods to be sold more quickly are also acceptable explanations.

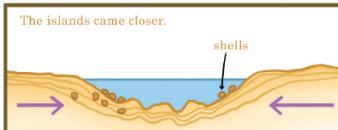
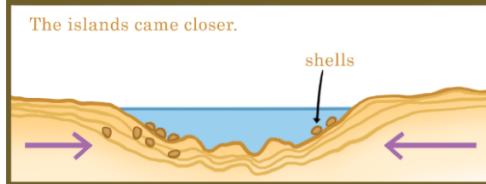
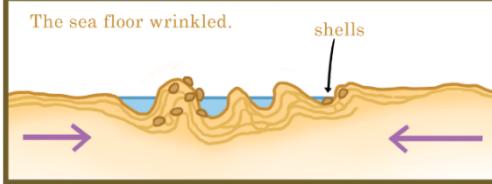
## GRADE 7 TEXTS AND EXAMPLE ITEMS

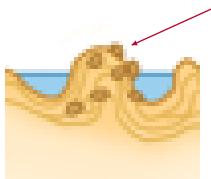
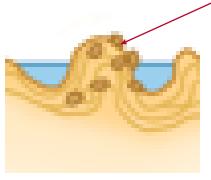
**Table 42: Grade 7, Example 1—Story: The Hole**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_P	Who said, “Maybe it’s a gold coin?”	Samsur	The quote can be directly matched and is prominent in the opening lines of the text. Samsur is named as the speaker in the previous sentence, so the information is adjacent and there is limited competing information, as Nazneen is the other character and a king is also mentioned.
R1.2.1_M	What did Nazneen drop into the hole?	Refers to a stone	The words “Nazneen drop” can be closely matched to “Nazneen dropped.” The required information, “the stone,” is adjacent, but some tracking back is also required to identify that she is dropping the stone into the hole. The information is not prominent, as it is towards the end of the text.
R1.3.1_M	According to Nazneen, what sound would show that something alive was in the hole?	Refers to “yelp”	The synonymous matches required are to link “sound” in the question to “hear” in the text and to link “something alive” to an animal. There is competing information, as two other sounds are mentioned.
R2.1.1_M	Nazneen was peering into the hole. What does “peering” mean? A. Looking B. Climbing C. Reaching D. Digging	A: Looking	“Peering” is likely to be an unfamiliar word for grade seven. The options are all plausible, requiring attention to contextual clues that show Nazneen is not trying to enlarge or enter the hole.
R2.2.1_M	How did Samsur feel when Nazneen said he could climb into the hole? A. Excited B. Curious C. Frightened D. Disappointed	C: Frightened	The information required is provided across adjacent paragraphs. Samsur turns pale, hesitates, and then declares he cannot go in the hole, as he has a sore foot. The implication that he is afraid is provided by Nazneen at the start of the following paragraph where she clearly reflects that Samsur’s decision has nothing to do with a sore foot.
R2.2.1_M	According to Nazneen, why did Samsur not want to climb into the hole?	Refers to fearing a big animal	A link must be inferred between Samsur refusing to go into the hole and Nazneen dismissing his reason and implying that Samsur is afraid of the possibility of a large animal in the hole. There is strong competing information, as Samsur says he has a sore foot, but Nazneen immediately dismisses this.
R2.2.1_E	What was actually in the bottom of the hole?	Refers to water or any other liquid	A link must be inferred across paragraphs to connect the splash at the end of the story back to Nazneen declaring she will drop the stone into the hole. The splash implies water. There is strongly competing information as many other things are suggested as possibilities.
R2.2.3_M	The children made many suggestions about what was down in the hole. Put the suggestions in order as they appear in the story. • Animal • Coin • Dirt • Sword	Order is: • Animal (4) • Coin (1) • Dirt (3) • Sword (2)	The ideas the children suggest for what is down in the hole are scattered across the first two-thirds of the text, so they are not prominent.

Ref #	Items	Acceptable Key/s	Notes
R2.2.4_E	In the story, Nazneen often disagreed with Samsur. How did this make Samsur feel? Use evidence from the text to give a reason for your answer.	Refers to Samsur's lack of concern or enthusiastic continuation, or his willingness to follow Nazneen's ideas when challenged over going into the hole	Samsur's responses to Nazneen's frequent disagreements with him are described through what he says and does, but his responses are not explicitly stated. Samsur appears somewhat irrepressible. He gaily pursues his ideas of gold in the hole regardless of being called silly, and is not put off by Nazneen's assertions that the hole is full of dirt. He is set back when challenged to enter the hole, but quickly switches to follow Nazneen's suggestions of dropping a stone in the hole. Any one of these multiple pieces of evidence are sufficient to describe Samsur's point of view in his interactions with Nazneen. There is limited competing information, as Samsur's behavior is quite consistent.
R2.2.5_M	Samsur suggested that a king had buried a golden sword in the hole. Write one piece of evidence that shows that Nazneen did not believe him.	Refers to one of the following: Nazneen believes Samsur sees things / creates objects out of nothing; Nazneen suggests there is just dirt and more dirt; Nazneen says the hole is made by a wild animal; or Nazneen said the gold coin was a silly idea	There is prominent evidence (multiple different clues) that Nazneen does not believe Samsur's ideas about a king burying his golden sword in the hole, but she does not explicitly say this. Nazneen tells Samsur not to be silly in the opening lines of the text and explains that Samsur is always seeing things and creating objects out of nothing. Nazneen counters Samsur's suggestion of a sword with the idea that there is only dirt and that a wild animal made the hole. Any one of these pieces of evidence is sufficient.
R2.2.5_E	When Nazneen dropped the stone into the hole, there was a splash. What is another piece of evidence that there was water at the bottom of the hole?	Refers to being shiny	The idea that the hole has water at the bottom is implied, with the splash providing an obvious clue. The other evidence of water is that Samsur notices something shiny at the beginning. However, that this first observation is evidence of water is only apparent after reading the whole text. While the mention of "shiny" is at the beginning of the text, the only context provided for what this might be is Samsur's guesses at gold objects. The idea that that the "shiny something" is water is consequently less prominent.
R2.2.6_M	Which is the best description of Samsur? A. Brave B. Imaginative C. Sensitive D. Bossy	B: Imaginative	There are several early examples of Samsur's imagination, as he makes wild guesses about what is down the hole. Nazneen also says her younger brother is always seeing things and creating objects out of nothing. Samsur's imagination is also at work as he invents a sore foot to avoid going down the hole. This prominent information (because there are multiple examples) needs to be synthesized to generalize that Samsur is imaginative. There is clear evidence in the text to dismiss the incorrect options.
R3.2.1_M	Do you think Nazneen is kind to Samsur? Yes No Use evidence from the text to give a reason for your opinion.	Says Yes, and refers to Nazneen continuing to play with Samsur, or just smiling when he was clearly making an excuse  OR  Says No and refers to Nazneen saying Samsur is silly or refusing to believe him	There is prominent evidence in the text to support opposing opinions about whether Nazneen is kind or not. The evidence is prominent, as the main focus of the text is the interactions between Nazneen and Samsur and the way that she treats him as the older sister. The relevant evidence has to be identified from the text to support the selected opinion.

**Table 43: Grade 7, Example 2—Information: How Shells Climb Mountains**

Ref #	Acceptable Key/s	Notes	
R1.2.2_P		Refers to the islands coming closer or the direction of movement of each island	The arrows need to be linked to the caption, "The islands came closer" to identify what the arrows show. This information is prominent, as there is only one other label (shells) on the diagram. The required information can also be found in the sentence immediately above the diagram.
R1.2.2_M		C: Shells on the bottom of the sea	The information can be obtained by recognizing that the blue color in the diagram is the sea, so the diagram illustrates shells at the bottom of the sea. The only information possibly required from the text is to confirm that the blue color is the sea.
R1.3.2_M		C: The sea floor being squashed between the islands.	The word "wrinkled" from the caption "The sea floor wrinkled" can be directly matched to the text. "It wrinkled" must be linked to the sea floor mentioned in the previous sentence in order to locate the explanation that wrinkling happens when the sea floor between the islands gets squashed (synonymous match to wrinkle).
R2.1.1b_M	<p>"It wrinkled, like bed sheets, or fallen down socks."</p> <p>Which aspect of fallen-down socks is relevant in this text?</p> <ul style="list-style-type: none"> <li>A. What the socks look like</li> <li>B. When the socks fell down</li> <li>C. What the socks are made from</li> <li>D. Why the socks have fallen down</li> </ul>	A: What the socks look like	Fallen-down socks is a familiar image, but to understand the intended meaning of this figurative language (a simile) in this context, the reader needs to know that the relevant aspect of the socks is what they look like. There are multiple clues, as this is reinforced with the example of wrinkled bedsheets as well as the illustrations of wrinkles in the sea floor in the diagrams.

Ref #	Items	Acceptable Key/s	Notes
R2.2.2_P	 <p>This is a part of the second diagram. Look at the shell that the arrow is pointing to. Where is this shell most likely to be when the islands join together?</p>	1 point: Refers to "on top," "up high," or "above the water"	<p>This is a partial credit item, with the possibility of a score of 1 or 2.</p> <p>For partial credit (a score of 1), the diagram can be correctly interpreted in general terms but without reference to the specific relevant information in the text. The diagram implies that the shell will be up high, above the water, or on top of the islands when they join together.</p>
R2.2.2_M	 <p>This is a part of the second diagram. Look at the shell that the arrow is pointing to. Where is this shell most likely to be when the islands join together?</p>	2 points: Refers to being at the top of a mountain (1 point responses only refer to "on top," "up high," or "above the water")	<p>For full credit (a score of 2), the diagram needs to be linked to the text to identify what will happen in the final stage. The implication is that the shells that are shown on the top of small hills in the diagram will continue to rise and end up on the top of tall mountains as the islands move together—linking back to the title of the text and the first paragraph, and to the last paragraph of the text. There is limited competing information, as the only other possibility is that the shell will be carried down, which is unlikely given its position above all the other shells.</p>
R3.1.1_P	Why does the text include diagrams?	Refers to helping to explain/understand ideas	The usual purpose of diagrams in an information text is to help explain ideas. The purpose is prominent because of the close links between the text descriptions and the images, but the purpose is not explicitly stated. There is no competing information.
R3.1.1_M	<p>Why are there two diagrams in the text?</p> <ol style="list-style-type: none"> <li>To show two ways of drawing the same thing</li> <li>To show what happened over a long period of time</li> <li>To show shells in different parts of the world</li> <li>To show different ideas about what might have happened</li> </ol>	B: To show what happened over a long period of time	The purpose of the two diagrams to show a sequence of events is clearly implied in the text. There are multiple clues with the repeated references to "a long time ago," and "over a long, long time, the islands came closer together," but the purpose is not explicitly stated. There is limited competing information, as other plausible purposes for diagrams are not supported by the text.
R3.1.1_M	<p>Why does the text refer to bedsheets and fallen-down socks?</p> <ol style="list-style-type: none"> <li>To remind readers about where they live</li> <li>To keep readers amused</li> <li>To tell readers what is coming next in the text</li> <li>To help readers to understand an idea</li> </ol>	D: To help readers to understand an idea	The purpose of using examples of bedsheets and fallen-down socks to help readers understand the idea of the sea floor wrinkling is implied. The purpose is less obvious, as the examples appear to be unrelated to sea floors and shell fish. However, there are additional clues provided in the diagrams, which also illustrate wrinkling. There is no competing information.
R3.1.2_M	<p>The writer uses familiar objects to help readers understand an unfamiliar idea. What is one of these objects?</p>	Writes "(fallen-down) socks" or "bed sheets"	There are two examples of familiar objects being used to illustrate an unfamiliar idea. Either is acceptable. There are no other examples provided in the text.

Ref #	Items	Acceptable Key/s	Notes
R3.1.3_M	Who is this text most likely written for? A. Kindergarten children B. School students C. University students D. Government officials	B: School students	The audience is not stated, but there are prominent clues that it is intended for school students. The tone of the opening paragraph suggests an audience with limited understanding of the topic. The simple language, simple diagrams, and short text length suggest it is not intended for a serious adult audience, such as university students or government officials. On the other hand, the unfamiliar content and the diagrammatic style of the graphics make the text seem an unlikely choice for kindergarten children.
R3.1.3b_M	Who do you think this text is most suitable for? Circle one.  Primary students Secondary students Give a reason for your choice using evidence from the text.	Provides a plausible reason based on features of the text, e.g., primary because the pictures are easy to understand or the text is short and simple,  OR  secondary because the ideas are hard or there are some hard words	The most prominent evidence in the text that supports audience is likely to be the diagrams, which could be reasonably justified as simple and clear enough for primary students, or containing difficult/unfamiliar ideas or unfamiliar words, like wrinkled, and therefore suited to secondary students. Students who have been taught to reflect on the style of texts may also select examples of style to support their opinion.

**Table 44: Grade 7, Example 3—Persuasive: Dear Uncle and Aunty**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_M	Jenny writes that the children “become more confident.” What does the word “confident” tell about the children? A. They become eager to learn. B. They become able to concentrate. C. They become sure of themselves. D. They become helpful to their families.	C. They become sure of themselves.	“Confident” is a word that most grade seven students are likely to be familiar with. The question asks for a definition of “confident” from options that are plausible in the context, so prior knowledge of the word is needed to answer the question correctly. (Note that while “confident” in English is likely to be a common word for grade seven students, this may not apply in other languages.)
R2.2.1_M	What is one reason Jenny does not want to work in a bank? A. The training is too long. B. The training is not useful. C. Bank work is difficult to do well. D. She likes teaching more.	D. She likes teaching more.	The implication that Jenny has decided not to work in a bank must be drawn from clues across the second and third paragraphs. In the second paragraph, Jenny is grateful and positive about the usefulness of the course that she is about to complete. In the third paragraph, she outlines the pleasure she derives from teaching. There is limited competing information, as the text is almost entirely about Jenny’s idea of becoming a teacher, rather than her dislike of the bank work.
R2.2.4_M	What is Jenny’s point of view about her decision to become a teacher? A. She needs permission from her Uncle and Aunty. B. She has to have a job at the school first. C. She has the right to make this choice. D. She needs permission from the bank.	C. She has the right to make this choice.	Jenny’s point of view about having the right to make her own decision about becoming a teacher is prominent in the text (referred to in each of the three main paragraphs), but she does not explicitly say that this is her right. There is limited competing information in the text, but readers may bring preconceptions about who ought to be involved in making the decision.

Ref #	Items	Acceptable Key/s	Notes
R2.2.6_M	What is Jenny's attitude to her Uncle and Aunty? A. She will do whatever they say is best. B. She no longer cares what they think. C. She would like them to agree with her decision. D. She found it difficult when they supported her.	C. She would like them to agree with her decision.	Synthesizing information across the text shows that Jenny still cares what her aunt and uncle think, even though she has made a definite decision to do something that they may not approve of. In the second paragraph, she is thankful and appreciative of their efforts and repeats her gratitude for their support at the end. Jenny goes to extensive lengths to outline the reasons she has decided to be a teacher in the hope that she can persuade her aunt and uncle to agree with her decision.
R2.3.1_M	What is the main thing Jenny hopes to achieve when she is a teacher? A. Getting a job at the local school. B. Showing older children how to help younger children. C. Helping children lead good lives when they grow up. D. Letting children share their new skills with their family.	C. Help children to lead good lives when they grow up.	All of the reasons are referred to in the text. The task is to differentiate the overarching main idea of wanting to help children lead good lives from the secondary details of some of the steps involved in doing this, all of which contribute to Jenny's overarching purpose. The third paragraph concludes with Jenny's main idea, providing an additional clue through the structure about what Jenny thinks is most important.
R3.3.1_M	Which of the following is an opinion? A. I will be free to look for work elsewhere. B. I live in a large apartment block. C. In my spare time I have been teaching reading and mathematics. D. I am sure they will all grow up to lead good lives.	D. I am sure they will all grow up to lead good lives.	All the statements are personal and taken from the text. Three are factual statements. The opinion, "am sure ..." is a confident expression of hope.

## GRADE 8 TEXTS AND EXAMPLE ITEMS

**Table 45: Grade 8, Example 1—Information: Brushing Your Teeth**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_M	Bente Hansen is an expert on tooth brushing. What does "expert" mean? A. Someone who knows a lot. B. Someone who is a doctor. C. Someone who is a teacher. D. Someone who helps others.	A. Someone who knows a lot.	"Expert" is a word with which most grade eight students are likely to be familiar. The question asks for a definition of "expert" from options that are plausible in the context, so prior knowledge of the word is needed to answer the question correctly. (Note that while "expert" in English is likely to be a common word for grade eight students, this may not apply in other languages.)
R1.2.1_P	Why should you brush your tongue, according to Bente Hansen?	Refers either to the bacteria OR getting rid of bad breath OR both. Response may paraphrase or quote directly from the text.	The terms "Bente Hansen" and "tongue," are both used only once in this short passage, in the final paragraph. "Bente Hansen" is found in a prominent position at the beginning of the paragraph. The information required, a reference to bacteria and/or bad breath, is in the sentence adjacent to the word "tongue." There is no competing information. This was a Level 1b item in PISA 2009. [published in OECD report on PISA 2009, volume I, page 92–3]

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_M	What do the British researchers recommend?  A. That you brush your teeth as often as possible. B. That you do not try to brush your tongue. C. That you do not brush your teeth too hard. D. That you brush your tongue more often than your teeth.	C. That you do not brush your teeth too hard.	The question gives a clear direction to the part of the text in which the information will be found, in the reference to 'British researchers'. The term 'British researchers' is near to the target information ('A two minute brush, <b>without brushing too hard</b> , gives the best result.'), but not adjacent, since it is separated by a sentence. This is a retrieval item since the words used in the question are directly or synonymously matched to words in the text. The word 'recommends' is synonymous with 'gives the best results'. This was a Level 1a item in PISA 2009. (published in OECD report on PISA 2009, volume I, page 92)
R2.1.1_M	"British researchers say no. They have actually tried out many different alternatives ..."  What does "alternatives" refer to? A. Types of toothbrush B. Ways of brushing teeth C. Types of problems with teeth D. Researchers from different countries	B. Ways of brushing teeth	Grade eight students may not know the meaning of "alternatives" but in the context of the passage as a whole, given the options, only "ways of brushing teeth" is a plausible correct answer. (Note that the word "alternatives" may include linguistic clues that make this item more or less difficult in languages other than English.)
R2.2.1_P	According to the passage, how have British researchers found the perfect way to brush your teeth?  A. By consulting with Bente Hansen B. By doing a survey of the public C. By analyzing the research literature D. By trying out different brushing techniques	D. By trying out different brushing techniques	The information required is located in two consecutive sentences at the beginning of the second paragraph. There is no plausible competing information.
R2.2.4_E	Which of these statements would the British researchers definitely <b>disagree</b> with?  A. The longer you brush your teeth, the better. B. You should only brush your teeth for two minutes. C. It's a good idea to brush your tongue as well as your teeth. D. Tooth enamel is damaged by hard brushing.	A. The longer you brush your teeth, the better.	To answer this question correctly, it is necessary to read across at least two paragraphs (the first and the second) to identify the contrast between the findings of the British researchers (stated in the second paragraph) and the commonly held views outlined in the first paragraph. One of the options ("It's a good idea to brush your tongue as well as your teeth") depends on reading the third paragraph, which is advice from Bente Hansen. This does not contradict the findings of the British researchers. There is a good deal of competing information in the text.
R2.2.5_P	What evidence is provided that it is not good to brush your teeth too hard?	Refers to damaging enamel and/or gums.	The relationship between hard brushing and damage to enamel and gums is provided explicitly in the text, in consecutive sentences.
R2.3.1_P	What is this article about?  A. The best way to brush your teeth. B. The best kind of toothbrush to use. C. The importance of good teeth. D. The way different people brush their teeth.	A. The best way to brush your teeth.	The task requires identification of the main idea in a short continuous text. The idea is stated in the title of the text, so it is prominent. There is no requirement to distinguish between the main idea and secondary ideas in the text (which would make this an item illustrating R2.3.1_M), because the distractors are not ideas found in the text, although they are related to ideas in the text. This was a Level 1a item in PISA 2009. [published in OECD report on PISA 2009, volume I, page 91]

Ref #	Items	Acceptable Key/s	Notes
R3.1.1_M	Why is a pen mentioned in the text? A. To help you understand how to hold a toothbrush. B. Because you start in one corner with both a pen and a toothbrush. C. To show that you can brush your teeth in many different ways. D. Because you should take tooth brushing as seriously as writing.	A. To help you understand how to hold a toothbrush.	This question requires identification of the purpose of a feature of the text: an analogy between a toothbrush and a pen. The task, first, is to find the reference to a pen, and then to reflect on the purpose of the analogy—that is, to help the reader “understand.” Although there are not multiple clues, there is very limited competing information. This was a Level 1a item in PISA 2009. [published in OECD report on PISA 2009, volume I, page 93]
R3.4.1_E	“Do our teeth become cleaner and cleaner the longer and harder we brush them?” Do you think this is a good way to start the text? Put a circle around Yes or No and explain your answer. Yes    No	Answers Yes and refers to: <ul style="list-style-type: none"><li>• The fact that it is a question, which makes the reader interested in finding the answer</li><li>• The fact that this is a common idea, so the reader wants to know if it is true</li><li>• The “we” of the sentence, which makes the reader personally involved</li></ul> OR Answers No and refers to: <ul style="list-style-type: none"><li>• The first sentence being a trick because the answer is “no”</li><li>• The first sentence being confusing because it is wrong</li></ul>	Starting an information text with a question is a fairly common way to engage the reader’s interest, but it is not highly conventional. This question therefore fits the exceeds descriptor rather than meets. There is a variety of ways of providing an acceptable response, at the level of broad understanding or with reference to a detail of the sentence.

**Table 46: Grade 8, Example 2—Information (Non-continuous Text—Table): Country Fact File**

Ref #	Items	Acceptable Key/s	Notes
R1.2.2_M	Which country exports rice?	Nepal	"Exports" can be directly matched to the fourth-row heading "Typical exports." "Rice" is mentioned in the second column, which the column header identifies as "Vietnam." The location of the information is not prominent (fourth row, second column). There is competing information, as rice is also a main crop for three countries.
R1.2.3_M	Name one country that grows and exports two of its crops.	Afghanistan or Vietnam	One country must be identified that meets the criteria of both growing and exporting two of its crops. Two countries meet these criteria. Either is acceptable.
R1.3.2_M	Which country has an unusual bird? A. Afghanistan B. Vietnam C. Philippines D. Nepal	C. Philippines	A synonymous match must be made between "bird" and the Philippines eagle. The information is not prominent, as it is in the last row. The competing information is that there are other unusual animals, but none of these are birds.
R2.2.2_M	Vietnam produces fish. Which other country is likely to rely on the sea as a source of food? Copy a piece of information in the text that shows this.	Refers to Philippines and writes one of: "island," "many islands," "7,107 islands"	Fish is listed as a main crop for Vietnam, but there is no other reference to fish in this row. Two of the countries, Afghanistan and Nepal, are both landlocked, so it is implied that the Philippines, with thousands of islands, must be the other country likely to rely on fish as a source of food. There is no competing information; the challenge is to infer the link between the row headings of "Geography" and "Main Crops."
R2.2.6_M	What do all the kinds of wildlife in the table have in common? A. They are large. B. They are horned. C. They are unusual. D. They are endangered.	C. They are unusual.	The prominent main idea in the examples of wildlife is that they are unusual animals: longest horns, rarest mammal, largest eagle, and fourth largest mammal. The secondary ideas are the details of how each animal is unusual that cannot be generalized across the group.
R3.1.2_M	Some support has been provided to help the reader understand unfamiliar words. Give an example of one word and the support provided.	Refers to the definition for exports or saola, e.g., saola (a kind of antelope)	The task is to locate a word where there is evidence of support provided to the reader to help understand the word. Two definitions are provided in brackets to explain the meaning of "exports" and "saola." Either word with the definition is acceptable.
R3.1.3b_M	Who do you think this text was written for? Circle one:  Primary students Secondary students  Use evidence from the text to give a reason for your choice.	Provides a plausible reason, e.g., primary because text is short and simple OR secondary because there are lots of hard words OR circles both with a plausible explanation	The task is to select and then justify if the intended audience is likely to be primary or secondary students. Depending on context and likely reading skills of students, the vocabulary in the text may be considered complex and extensive, and therefore suited to secondary, or the vocabulary may be considered simple and the content relatively brief, and therefore appropriate to primary. Either justification is appropriate. A plausible reason that the text is suitable for either audience is also acceptable.

Ref #	Items	Acceptable Key/s	Notes
R3.2.1_M	Maria says the typical exports show that Vietnam is the most successful country. Do you agree or disagree with Maria? Circle one.  Agree Disagree  Use evidence from the text to give a reason for your choice.	Selects either option and provides a plausible reason: Agrees and refers to Vietnam selling a greater diversity of goods / more goods, or disagrees and refers to Philippines selling electronic equipment / transport equipment (implies skill/value); Nepal making carpets/leather goods that require skill; Afghanistan selling saffron, which is very expensive	The task is to form an opinion about whether to agree or disagree with Maria's interpretation of the typical exports and find supporting evidence. Vietnam sells a great diversity of goods, which is a plausible indication of success. The Philippines is the only country to export electronic goods, which might be considered an indication of success, as it implies manufacturing skill or the value of the product. It might also be argued that success is indicated for Nepal, as carpets and leather goods require complex manufacturing, or Afghanistan may be considered successful because saffron is an expensive crop.
R3.3.1_M	Which of these statements is an opinion and which is a fact about the information in "Country Fact File"? Write "fact" or "opinion" next to each statement.  <ul style="list-style-type: none"> <li>• The Philippines has the best weather for a holiday.</li> <li>• Two of the countries are landlocked.</li> <li>• Vietnam has the greatest number of different exports.</li> <li>• All of the countries have interesting wildlife.</li> </ul>	<ul style="list-style-type: none"> <li>• The Philippines has the best weather for a holiday. (opinion)</li> <li>• Two of the countries are landlocked. (fact)</li> <li>• Vietnam has the greatest number of different exports. (fact)</li> <li>• All of the countries have interesting wildlife. (opinion)</li> </ul>	The question presents four statements about the text and requires making an independent judgement about each of the statements as to whether they are fact or opinion. This question should be relatively straightforward for those with an understanding of the concepts of "fact" and "opinion," though the word "fact" in the title of the table may act as competing information.
R3.4.1_M	The information about each country could have been written out in sentences and in separate paragraphs. What is the main benefit of presenting the information in a table?	Refers to a substantial advantage of a tabular layout, e.g., making it easier to compare OR easier to locate information OR shorter and easier to read	The task is an evaluation that requires recognizing the likely benefit to the reader of presenting the information in a table. This should be a conventional layout for grade eight. A plausible main benefit is that the table facilitates comparisons or makes it easier to find or read the information. Note, in some contexts, tables may be an unfamiliar text format, which would make this item much more difficult.

**Table 47: Grade 8, Example 3—Story: Lazy Rabbit**

Ref #	Items	Acceptable Key/s	Notes
R1.3.1_P	For how long did the rope-pulling competition between Big Elephant and Giant Whale go on?  A. For a morning B. From sunrise to sunset C. For a day and a night D. For many weeks	C. For a day and a night	"All day and all night" is a close synonymous match for "for a day and a night." Only one other time period is mentioned in the text ("in the morning"); thus, there is limited competing information.
R1.3.1_M	How did Big Elephant and Giant Whale feel at the end of the story?  A. Proud B. Furious C. Hopeful D. Ashamed	D. Ashamed	Many different words are used in the text to describe characters' emotions. The word "furious" appears earlier in the text, and the words "hope" and "proudly," as well as "embarrassed" (a synonym for "ashamed"), are used near the end of the story, providing competing information.

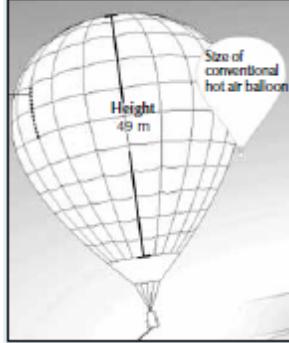
Ref #	Items	Acceptable Key/s	Notes
R2.2.1_E	Which of these could be taken as a lesson from the story? A. You should always tell the truth. B. It is better to be clever than strong. C. Being lazy will get you into trouble. D. Don't try to have a contest with someone bigger than you.	B. It is better to be clever than strong.	This question requires combining implicit information from across the text. The "lesson" can only be construed from reading and understanding the whole story, including the ending, when Lazy Rabbit conclusively wins the battle between his cleverness and the big animals' strength.
R2.2.3_M	Put numbers from 1 to 5 beside each event to show the order in which they happened. The first one has been done for you. • The ploughing of the Rabbits' field was finished. • Giant Whale got annoyed with Lazy Rabbit. • Big Elephant slunk off in embarrassment. • Lazy Rabbit thought of a plan. (1) • Big Elephant and Giant Whale started pulling on their ropes.	The ploughing of the Rabbits' field was finished. (4) Giant Whale got annoyed with Lazy Rabbit. (2) Big Elephant slunk off in embarrassment. (5) Lazy Rabbit thought of a plan. (1) Big Elephant and Giant Whale started pulling on their ropes. (3)	The story is quite long and events are repeated with some variation, so to order the sequence of events stated in the question requires dealing with a lot of competing information. That the ploughing was finished is not stated in the story, though it is evident in the final sentence. Accordingly, the sequence of events is not presented in chronological order, putting this in the "exceeds" category.
R2.3.1_M	Which of these is the most important idea in the story? A. Big Elephant was annoyed with Lazy Rabbit. B. Lazy Rabbit was cleverer than the big animals. C. Giant Whale thought he was stronger than Lazy Rabbit. D. The big animals were ashamed at the end of the story.	B. Lazy Rabbit was cleverer than the big animals.	All the alternatives are true statements about the story, but the incorrect options are secondary ideas; only alternative B captures the main idea by summing up the whole story.
R3.1.1_M	What is the purpose of this piece of writing? A. To entertain B. To give an opinion C. To give information D. To tell how to do something	A. To entertain	The piece is in a conventional story format. The purpose of the story is to entertain. The language is simple and the events are amusing. However, the purpose is not explicitly stated.
R3.1.3_M	Which of the following is most likely the intended audience of "Lazy Rabbit"? A. Scientists B. Farmers C. Children D. Animals	C. Children	The style of the story suggests that it is for an audience of children but this is not stated.

Ref #	Items	Acceptable Key/s	Notes
R3.1.3b_P	<p>A grade eight student said, “Only very small children would enjoy this story.”</p> <p>Do you agree?</p> <p>Yes No</p> <p>Circle your answer and give a reason using evidence from the text.</p>	<p>Answers Yes and refers to: Only young children believing that animals can talk The traditional fable style of the story Children liking rabbits</p> <p>OR</p> <p>Answers No and refers to: The long and/or complicated plot Young children not understanding what happened Something for everyone (e.g., animals for younger audiences, complicated plot for older audiences)</p>	<p>This question could be answered at many levels of sophistication, but a basic level, such as interest in animals, which is prominent information in the story, is acceptable. Therefore, this item falls into the ‘P’ category.</p>
R3.2.1_M	<p>Do you think the rabbit was right to be proud at the end of the story?</p> <p>Put a circle around Yes or No and explain your answer.</p> <p>Yes No</p>	<p>Answers Yes and refers to: Getting the job done that his wife needed Lazy Rabbit having successfully tricked the big animals into doing his work</p> <p>OR</p> <p>Answers No and refers to: Immorality of lying to / tricking the elephant and/or the whale Lazy Rabbit probably not telling his wife how he tricked the big animals</p>	<p>The question requires drawing on a broad understanding of the story to give an opinion. Both “Yes” and “No” answers are acceptable, as long as appropriate evidence from the story is drawn upon.</p>

## GRADE 9 TEXTS AND EXAMPLE ITEMS

**Table 48: Grade 9, Example—Information (Non-continuous Text—Labeled Diagrams): Balloon**

Ref #	Items	Acceptable Key/s	Notes
R1.2.1_M	How many meters above sea level was Singhania's height record?	21,000 meters above sea level / 21,000 m / 21,000 / twenty-one thousand	This is a mixed text, with continuous and non-continuous parts. The required information is given in a continuous part of the text. The term “height record” (direct match) is in the title, with the number of meters given at the end of the short paragraph below the title. There is competing information, as other heights are shown in the text. “How many meters” is equivalent to a “what” question.
R1.2.2_M	What fabric was Singhania's balloon made from?	Nylon	This is a mixed text, with continuous and non-continuous parts. The required information is in a non-continuous part of the text (a label). The required information is not prominent, as it is one of many scattered labels on the diagram. The question uses the word “fabric,” which is a direct match to the word in the text. Competing information is given with other features of the balloon that are listed.
R2.1.1_M	What is a “gondola” in this text? A. A boat without a motor found on canals and other waterways. B. A type of space suit worn by pilots within the earth’s atmosphere. C. An enclosed compartment for the pilot below a balloon. D. A small balloon attached to a main balloon, used as a weather gauge.	An enclosed compartment for the pilot below a balloon.	The meaning of the word can be worked out from clues in the diagram: the word “gondola” has a line to the illustration and there is further description of its features below the word. (In English, many young people would know that a “gondola” is a boat from Venice, but a gondola that is part of a hot air balloon is likely to be an unfamiliar term.)
R2.2.2_M	Why did Singhania wear a space suit during the trip?	Answer refers to any one (or more) of temperature, height, or lack of oxygen: <ul style="list-style-type: none"><li>• It was very cold / it was below freezing / it was –95 degrees</li><li>• It went higher than a plane / it went up to 21,000 meters / he went up very high</li><li>• There wasn’t enough oxygen (to breathe) / Only 4 percent oxygen / the air was too thin</li></ul> Gives a generalization about the conditions being similar to space: <ul style="list-style-type: none"><li>• It was like being in space</li></ul>	The task requires combining information from the sentence in the question (which quotes directly from the text on the left side) with a piece or pieces of information in labels on the other side of the diagram. The task refers to a causal connection (“Why …?”) between parts of the information.

Ref #	Items	Acceptable Key/s	Notes
R2.2.3_M	<p>Write the numbers 1, 2, 3, and 4 next to the events to show the order in which they happened.</p> <ul style="list-style-type: none"> <li>• The balloon left Mumbai</li> <li>• Slits were opened in the balloon to let out hot air</li> <li>• The balloon went out towards the sea</li> <li>• The balloon went back over the land</li> </ul>	<ul style="list-style-type: none"> <li>• The balloon left Mumbai (1)</li> <li>• Slits were opened in the balloon to let out hot air (4)</li> <li>• The balloon went out towards the sea (2)</li> <li>• The balloon went back over the land (3)</li> </ul>	The information is scattered across the text, which does not present information in a chronological order.
R3.1.1_M	<p>Why does the drawing show two balloons?</p>  <p>A. To compare the size of Singhania's balloon before and after it was inflated.  B. To compare the size of Singhania's balloon with that of other hot air balloons.  C. To show that Singhania's balloon looks small from the ground.  D. To show that Singhania's balloon almost collided with another balloon.</p>	<p>B. To compare the size of Singhania's balloon with that of other hot air balloons.</p>	<p>The task requires identifying the purpose of including a feature of a text (the two drawings of balloons). The purpose is not stated and needs to be inferred by the reader. This was a Level 2 item in PISA 2009. [published in OECD report on PISA 2009, volume I, page 101]</p>
R3.1.1_M	<p>What is the overall purpose of the text?</p> <p>A. To give information.  B. To tell a story.  C. To give instructions.  D. To give an opinion.</p>	<p>A. To give information.</p>	<p>This requires a general understanding of text type, using existing knowledge about purposes of different texts, applied to a particular text.</p>
R3.4.1_M	<p>Do you think the image of the map at the bottom of the text is useful? Explain your answer.</p>	<p>Answers Yes and refers to helping to locate the event (generally) / showing the starting point of the flight (accept, even though not strictly accurate) / providing further information about the event (vague but acceptable)</p> <p>OR</p> <p>Answers No and refers to the crowdedness of the diagram, the lack of labelling, the lack of reference to the main diagram (above)</p>	<p>The task requires evaluating a feature of the text. The map with the inset square is a conventional device in this kind of information text. Reasons may plausibly be given for either a positive or a negative evaluation.</p>

**Table 49: Grade 9, Example 2—Story: Miser**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_E	Which of these definitions best explains the meaning of the word “miser”? <ul style="list-style-type: none"> <li>A. Someone who is easily upset by their neighbor.</li> <li>B. Someone who likes saving wealth rather than spending it.</li> <li>C. Someone who is likely to put their wealth in an unusual place.</li> <li>D. Someone who does not know how to guard a secret.</li> </ul>	B. Someone who likes saving wealth rather than spending it.	“Miser” is likely to be a less common word for grade nine students. The definition of the word miser is “a person who hoards wealth and spends as little money as possible.” The brief definitions given in the three distractors each picks up a detail from the fable, so prior knowledge of the word is needed to answer the question correctly. (Note that “miser” in English is likely to be an unknown word for grade nine students. This may not apply in other languages.)
R1.2.1_P	How did the miser get a lump of gold?	States that he sold everything he had. May paraphrase or quote directly from the text. Examples of full credit responses: <ul style="list-style-type: none"> <li>• He sold all he had.</li> <li>• He sold all his stuff.</li> <li>• He bought it. (implicit connection to selling everything he had)</li> </ul>	The information is very prominent, as it is given in the first sentence of the text. The term “a lump of gold” is a direct match between the question and the text. This was a Level 1b item in PISA 2009. (published in OECD report on PISA 2009, volume 1, p.105)
R2.1.1_M	What does the word “lamentations” mean?	Gives a meaning such as sounds of grief, crying, wailing	This is likely to be an unfamiliar word at this grade level but there are multiple clues as to its meaning: the word “loud” suggests that it is a sound, and “tearing his hair” and the neighbor “seeing him overcome with grief.” (Note that “lamentation” in English is likely to be an unknown word for grade nine students. This may not apply in other languages.)
R2.1.1b_M	The miser “began to tear his hair.” Why does someone tear their hair? <ul style="list-style-type: none"> <li>A. Because their head is painful or itchy.</li> <li>B. Because they are frustrated and angry.</li> <li>C. Because they are trying to shorten their hair.</li> <li>D. Because they want to distract someone else.</li> </ul>	B. Because they are frustrated and angry.	The words in this idiomatic expression are common, but the expression itself may not be familiar to students at this level. However, there are multiple contextual clues about the way the miser is feeling at this point in the fable, making the words “angry and frustrated” in the key the only plausible alternative.
R2.2.1_P	Why did the workman watch the miser’s movements? <ul style="list-style-type: none"> <li>A. Because he was worried about the miser’s safety.</li> <li>B. Because he was guarding the place where the work was going on.</li> <li>C. Because he had heard about the miser’s gold.</li> <li>D. Because he wanted to know the miser’s secret.</li> </ul>	D. Because he wanted to know the miser’s secret.	The task requires relating two pieces of information in consecutive sentences, from: “One of the workmen ...” to “... and stole it.” The relationship between the two sentences is not explicitly spelled out but it is clearly causal. There is no plausible competing information for the implication that the workman is watching the miser because he wants to know the reason for the miser’s daily visits (“the miser’s secret”).

Ref #	Items	Acceptable Key/s	Notes
R2.2.3_P	<p>Read the sentences below and number them according to the sequence of events in the text.</p> <p>The miser decided to turn all his money into a lump of gold.</p> <ul style="list-style-type: none"> <li>A man stole the miser's gold.</li> <li>The miser dug a hole and hid his treasure in it.</li> <li>The miser's neighbor told him to replace the gold with a stone.</li> </ul>	<ul style="list-style-type: none"> <li>The miser decided to turn all his money into a lump of gold. (1)</li> <li>A man stole the miser's gold. (3)</li> <li>The miser dug a hole and hid his treasure in it. (2)</li> <li>The miser's neighbor told him to replace the gold with a stone. (4)</li> </ul>	The information is provided in chronological order in the text. Detail in the text that is irrelevant to the question provides competing information. This was a Level 1a item in PISA 2009. (published in OECD report on PISA 2009, volume I, p.104)
R2.2.6_M	Why did the miser bury his gold?	<p>Indicates that the miser wanted to keep it safe and/or did not need it (immediately).</p> <p>Examples of full credit responses:</p> <ul style="list-style-type: none"> <li>He wanted to keep it safe.</li> <li>He did not need to spend it straight away.</li> <li>He wanted to hide it.</li> </ul>	The answer is clearly implied by prominent information in the first half of the text, but it is not stated.
R2.2.6_E	<p>Illustration</p> <p>Here is part of a conversation between two people who read "The Miser and his Gold".</p> <p>Speaker 1: The neighbour was nasty. He could have recommended replacing the gold with something better than a stone.</p> <p>Speaker 2: No he couldn't. The stone was important in the story.</p> <p>What could Speaker 2 say to support his point of view?</p>	<p>Recognizes that the message of the story depends on the gold being replaced by something useless or worthless.</p> <p>Examples of full credit responses:</p> <ul style="list-style-type: none"> <li>It needed to be replaced by something worthless to make the point.</li> <li>The stone is important in the story, because the whole point is he might as well have buried a stone for all the good the gold did him.</li> </ul>	The task requires drawing a conclusion by synthesizing prominent information from across the text when the conclusion is clearly implied but not explicitly stated. This was a Level 3 item in PISA 2009. (published in OECD on PISA 2009, volume I, p.105–6)
R3.1.2_M	<p>The subtitle of "The Miser and His Gold" is "A fable by Aesop."</p> <p>Which part of the story shows that it is a typical fable?</p> <ol style="list-style-type: none"> <li>It can be interpreted in many ways.</li> <li>It has a miser as the main character.</li> <li>There is a wicked character in the story who steals something.</li> <li>It is a story that contains a lesson about living life well.</li> </ol>	D. It is a story that contains a lesson about living life well.	This task requires knowledge of the text type, fable. The typical and characteristic feature of a fable, a story with a moral, is not as obvious as in some fables, which end with an explicitly stated lesson or moral from the writer. The lesson of this fable is implicit in the neighbor's last statement.

**Table 50: Grade 9, Example 3—Information (Mixed Continuous and Non-continuous): First Car**

Ref #	Items	Acceptable Key/s	Notes
R1.1.1_M	The term “first year of production” is used in the table. What does the term “year of production” refer to? A. When the car was designed B. When the car was made C. When the car was driven D. When the car was for sale	B. When the car was made	“Production” has several meanings in English. Its meaning as used in this text is likely to be unfamiliar for this grade. In this question, the specific meaning of the word in this context needs to be recognized: all of the options are plausible in the context. (Note that “production” in English with this meaning is likely to be unknown for grade nine students. This may not apply in other languages.)
R1.2.3_M	In the table of significant cars in history, which car made in the present has had more than a million sales?	Toyota Corolla	The two criteria to be matched are “present” and “more than a million.” The words “present” and “million” are both direct matches with terms used in the table. Some competing information exists: two of the rows use the word “present” and several use the word “million.”
R1.3.1_E	“Engineers and business people had started to think about building machines that used their own power source ...” What power source did the first car use?	Petrol	The single piece of explicitly stated information that must be retrieved is “petrol” (beginning of third paragraph). The word “fuel” in the text is a synonymous match to “power source” in the question. There is competing information in the second paragraph, adjacent to the extract quoted in the question (“oil, steam, or electricity”), but this information is important in explaining what a “power source” means in this passage. There is even stronger competing information in the use of the word “power” in the third paragraph, in relation to the engine used in the first car (“powered by a 0.75-hp, one-cylinder, four-stroke engine”). Attentive readers will notice that the engine is not the power SOURCE, but what is powered.
R1.3.2_M	How fast could the Volkswagen Beetle travel in its first year of production?	100 km per hour	One criterion needs to be matched (speed) to the Volkswagen Beetle. The term used in the question (how fast) is a synonymous match to the term used in the table caption (“maximum speed”). The information is in the body of the table, so not particularly prominent.
R1.3.3_M	In the table of significant cars in history, which was the earliest car to have more than a million sales?	Model T Ford	The two criteria to be matched are “earliest” and “more than a million.” There is no direct or close match for the word “earliest” that is used in the question. Only one of the cars shown in the table meets the two criteria. There is competing information: one of the cars was produced earlier than the Model T Ford, and all except one exceeded a million sales.

Ref #	Items	Acceptable Key/s	Notes
R2.2.7_M	<p>Here is some more information: One of Africa's top selling cars in 2019 was the Renault Symbol. The Renault Symbol was first made in 1999 and is still being made.</p> <p>Add this information to the table. Only fill in the information that you have been given. (Reproduce an extract of the table, showing the headings row and a row that is blank except for "Renault Symbol" in the Name column.)</p>	<p>Full credit: Adds to the "Years of production" cell in the table, "1999 to present" or similar. Does not add to any other cell.</p> <ul style="list-style-type: none"> <li>• "1999 to present"</li> <li>• "1999 and still going"</li> <li>• "1999 to ?"</li> </ul> <p>Partial credit: Adds to the "Years of production" cell in the table "1999" only or "present" only, or some but not all of the other years since 1999. Does not add to any other cell.</p> <ul style="list-style-type: none"> <li>• "1999"</li> <li>• "present"</li> <li>• "1999, 2000, 2001, etc."</li> <li>• "up to now"</li> </ul>	<p>Full credit is given to placement of all the new information provided in the correct cell of the table. The scheme of the table is explicit with the criteria names in the captions at the top of each column. The scheme is based on multiple criteria (years of production, number sold, etc.) rather than a single criterion. Partial credit is given for including some of the new information provided in the correct cell of the table.</p>
R3.2.2_M	<p>Here is part of the last sentence of the information about first cars: "The car has of course changed out of all recognition since that time ..." Is this true? Give evidence from the text to support your answer.</p>	<p>Answers Yes and describes or quotes from the text to indicate a change (e.g., cars could only travel at 16 km per hour, don't look like carriages anymore, have rubber tires)</p> <p>OR</p> <p>Answers No and describes or quotes from the text to indicate a similarity (e.g., still runs on petrol, still a private vehicle of choice ...)</p>	<p>The conclusion is explicitly stated in the last sentence of the continuous part of the text. There is a wide variety of possible good answers, scattered through the continuous and non-continuous parts of the text. The more obvious answer is "Yes," but there are possible good negative answers as well, making this a genuine evaluation question, rather than simply an interpretation of the text.</p>
R3.3.1_M	<p>The paragraph beginning "It had three wire wheels ..." contains facts and opinions. Which of these parts of the paragraph includes an opinion?</p> <p>A. "It had three wire wheels, rather like those of a bicycle." B. "She went on a 100 kilometer trip." C. "To visit her mother." D. "This pioneering trip demonstrated the value of the new vehicle."</p>	<p>D. "This pioneering trip demonstrated the value of the new vehicle"</p>	<p>The question explicitly asks for the recognition of an opinion in a limited part of the text. The adjective "pioneering," with its connotation of positive benefit and adventure, and the claim that this trip demonstrated value, are the only elements of the extracts that are not purely factual. No justification is required, so this is a "meets" level rather than "exceeds."</p>

**Table 51: Grade 9, Example 4—Persuasive: Clever or Hardworking?**

Ref #	Items	Acceptable Key/s	Notes
R2.2.4_E	<p>"That's the clever way to do things." (final sentence of Alba's opinion)</p> <p>What is Alba referring to?</p> <ul style="list-style-type: none"> <li>A. Recognizing the demands of the situation</li> <li>B. Appreciating the results of hard work</li> <li>C. Impressing her parents</li> <li>D. The achievement she expects of herself</li> </ul>	A. Recognizing the demands of the situation	This question asks the reader to identify an element of Alba's point of view when the point of view is not prominent and is not explicitly stated. The correct answer is put in general, rather abstract, terms in the key, "recognize the demands of the situation." Alba develops the argument across her response, with: "a little bit of efficient thinking can save a lot of wasted hours," as well as "sometimes that involves hard work and sometimes it doesn't."
R2.2.5_M	<p>Alba writes that conscientious people "always need their efforts to be noticed."</p> <p>Which part of Fouad's response could she use as evidence for this opinion?</p> <ul style="list-style-type: none"> <li>A. "It is obviously better to be hardworking than it is to be clever and only 'smart people' think otherwise."</li> <li>B. "We all know gifted students who believe that their cleverness is enough to ensure their success."</li> <li>C. "I would rather be hardworking than clever, because clever people are under constant pressure to perform."</li> <li>D. "I prefer to impress my parents and others with persistence."</li> </ul>	D. "I prefer to impress my parents and others with persistence."	The task requires identifying evidence from one text as an example of an assertion made in another. The relationship between Alba's assertion and Fouad's demonstration of a wish to "be noticed" by his parents is reasonably prominent, as it is in the last paragraph of his response. The phrase "impress my parents and others" gives a strong link to the question, though it is not an explicit link.
R2.3.1_E	<p>Fouad thinks hard work is better than being clever.</p> <p>What is his main argument in support of this opinion?</p> <ul style="list-style-type: none"> <li>A. Only clever people think that it's better to be clever than hardworking.</li> <li>B. You learn a lot by working hard, even if you fail.</li> <li>C. There are benefits in hard work beyond the success of the outcome.</li> <li>D. People admire you more for being hardworking than for being clever.</li> </ul>	C. There are benefits in hard work beyond the success of the outcome.	The three distractors are all ideas that are stated or implied in the text, but they are contributing ideas to the main line of argument. The key summarizes all the elements of the argument put by Fouad. It is not a prominent idea, in that it is not stated and requires a high level of inference, working across the text.
R3.1.3_M	<p>Who is Fouad trying to convince with his response?</p> <ul style="list-style-type: none"> <li>A. Young children</li> <li>B. Students of his own age</li> <li>C. Business people</li> <li>D. His parents</li> </ul>	B. Students of his own age	The audience is not stated explicitly in the text, but several of the references in the text are about students' experiences, making "students of his own age" the best alternative. The perspective of students is unlikely to appeal to business people, and the topic and the language used are not appropriate for young children—though this evaluation is not supported by prominent clues in the text. Fouad's reference to his parents near the end of the response suggests that they are already on his side; he does not need to convince them.

Ref #	Items	Acceptable Key/s	Notes
R3.1.3b_M	<p>Fouad and Alba wrote their responses for their school's newspaper/website.</p> <p>Find evidence in their responses to show that they are expecting them to be read by their fellow students.</p>	<p>Answer refers to or cites at least one of:</p> <ul style="list-style-type: none"> <li>• A perspective relating to studying or students</li> <li>• Interest in the view of parents, which could suggest an audience of young people (students)</li> <li>• The expectation of a common school or student experience in "We all know gifted students ..."</li> </ul>	<p>The audience is not explicitly stated in the text, but the references to studying and to parents are relevant pieces of evidence that the responses are written for a student audience.</p>
R3.2.1_M	<p>Fouad thinks hard work is more important than cleverness. Alba thinks cleverness is more important than hard work.</p> <p>Do you agree with Fouad or Alba? Give one reason to support your answer using evidence from the text.</p>	<p>Answers "Fouad" and quotes or accurately paraphrases one of his arguments that clearly indicates his valuation of hard work over cleverness.</p> <p>Answers "Alba" and quotes or accurately paraphrases one of her arguments that clearly indicates her valuation of cleverness over hard work.</p> <p>Answers "Both" or "Neither" and quotes or accurately paraphrases from both arguments. (One argument may be implied.)</p> <p>No credit: "I agree with Alba because I think it is more important to be clever." (Repeats content of question.)</p>	<p>This requires a constructed response. The characters in the piece have clearly contrasting positions. Including the summary of their arguments in the question removes the possibility of the answer being credited for simply restating the main idea put forward by each character.</p> <p>Nevertheless, it is relatively straightforward to find a section of one (or both) arguments to support the opinion given.</p>
R3.3.1_P	<p>Which of these sentence beginnings clearly signals that Fouad is offering a personal opinion?</p> <ol style="list-style-type: none"> <li>"We all know ..."</li> <li>"It takes effort ..."</li> <li>"It is more rewarding ..."</li> <li>"I would rather ..."</li> </ol>	<p>D. "I would rather ..."</p>	<p>The multiple-choice format offers four options, only one of which directly states an opinion ("I would rather ..."). The other options present ideas, which may be opinions but are presented as assertions of fact. The explicit statement of preference is prominent in this short text.</p>