

## Assessment Expectations

Grade	Description of Resources
3rd	<p>At grade 3, the reading and writing skills required by the task may include some or all of the following: • reading and comprehending grade-level complex texts including science and technical texts independently and proficiently • determining the main idea of a text • recounting the key details and explaining how they support the main idea • describing the relationship between a series of scientific ideas, concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause and effect • determining the meaning of domain-specific words and phrases in a text • using information gained from illustrations (e.g., maps, charts, graphs) and the words in a text to demonstrate understanding of the text • comparing and contrasting the most important points and key details presented in two texts on the same topic • providing a concluding statement or section</p> <p>The <b>multiple-choice and task sessions</b> of the grade 3 test may incorporate the following types of stimulus material: • an excerpt from a text-based source • data tables or graphs presenting data to be read or interpreted • charts, illustrations, or graphic organizers • descriptions and details of science investigations • maps showing geographical features</p>
4th	<p>At grade 4, the reading and writing skills required by the task may include some or all of the following: • reading and comprehending grade-level complex text, including science and technical texts, independently and proficiently • determining the main idea of a text and explaining how it is supported by key details • describing the relationship between a series of scientific ideas, concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause and effect • determining the meaning of domain-specific words and phrases in a text • using information gained from illustrations (e.g., maps, charts, graphs) and the words in a text to demonstrate understanding of the text • comparing and contrasting the most important points and key details presented in two texts on the same topic • providing a concluding statement or section</p> <p>The grade 4 test (<i>both multiple choice and task</i>) may incorporate the following types of stimulus material: • an excerpt from a text-based source • data tables or graphs presenting data to be read or interpreted • charts, illustrations, or graphic organizers • descriptions and details of science investigations • maps showing geographical features</p>

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Grade	Description of Resources
5 <sup>th</sup>	<p>At grade 5, the reading and writing skills required by the <b>task</b> may include some or all of the following: • reading and comprehending grade-level complex texts including science and technical texts independently and proficiently • determining the main idea of a text • recounting the key details and explaining how they support the main idea • describing the relationship between a series of scientific ideas, concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause and effect • determining the meaning of domain-specific words and phrases in a text • using information gained from illustrations (e.g., maps, charts, graphs) and the words in a text to demonstrate understanding of the text • comparing and contrasting the most important points and key details presented in two texts on the same topic • providing a concluding statement or section</p> <p>The <b>multiple choice and task sessions</b> of the grade 5 test may incorporate the following types of stimulus material: • an excerpt from a text-based source • data tables or graphs presenting data to be read or interpreted • charts, illustrations, or graphic organizers • descriptions and details of science investigations • maps showing geographical features</p>
6 <sup>th</sup>	<p>At grade 6, the literacy skills required by the <b>task</b> may include some or all of the following: • citing specific textual evidence • determining the central ideas or conclusions of a text • following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks • determining the meaning of symbols, key terms, and other domain-specific words and phrases • analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, table) • distinguishing among facts, reasoned judgment based on research findings, and speculation in a text • comparing and contrasting the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p>The <b>multiple-choice and task</b> sessions of the grade 6 test may incorporate the following types of stimulus material: • an excerpt from a text-based source • data tables or graphs presenting data to be read or interpreted • charts, illustrations, or graphic organizers • descriptions and details of science investigations • maps showing geographical features</p>