

Benchmark Achievement Level Descriptors

Overview and Purpose

The development of Achievement Level Descriptors (ALDs) is a critical step in communicating student performance in terms of levels or categories of performance on any standardized assessment. For Minnesota Comprehensive Assessments (MCAs), ALDs are developed in collaboration with educators during the first year of full implementation. The ALDs provide a description of grade-level student performance on MCAs for each of the achievement levels of Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards. These statements are included on a student’s MCA score report to aid families in score interpretation. More detail regarding the development of the [MCA Achievement Level Descriptors](#) is on [Testing 1, 2, 3](#).

Over the years, educators have requested more specific descriptions of the knowledge, skills and abilities of students who typically score in each of the different MCA achievement levels beyond what the traditional ALDs offer. In response to this need, Minnesota Department of Education (MDE) staff collaborated to outline more specific descriptions, the Benchmark ALDs for Mathematics and Reading. The purpose of Benchmark ALDs is to

1. promote equity for all students across the state by clarifying expected learning outcomes for instruction and local assessment of Minnesota Academic Standards in Reading and Mathematics; and
2. support teachers’ analysis of the depth of their curriculum, instruction and classroom assessments.

The Mathematics and Reading Benchmark ALDs were developed by

- reviewing test questions and test data for all operational MCA III questions, in many cases 800–1,000 questions per grade;
- grouping items within each benchmark based on student performance on the items relative to their overall performance on the MCAs; and
- reviewing the achievement level groupings of questions within each benchmark for commonalities in the skills, understanding and context needed to correctly answer the items. Each Benchmark ALD describes some of the skills typically demonstrated by students whose overall performance on the MCAs is at that achievement level. These skills are in addition to the descriptions at the lower achievement levels.

Released Examples

Where possible, released examples that illustrate skills described in the benchmark and achievement level are listed in the document. To view examples, click on “Released Example” in the Benchmark ALD tables or go to the [Minnesota Question Tool](https://public.education.mn.gov/nqt/) (https://public.education.mn.gov/nqt/). Once at the Minnesota Question Tool (MQT) site, you can enter or copy and paste the released example identification number into the “Search by Question ID” field. Note that within the MQT you can find additional questions that are aligned to the academic standards but are not specifically listed in the Benchmark ALD tables.

Example items are not currently available for all benchmarks and achievement levels in the Benchmark ALD tables. MDE will update the document as more released examples become available.

Training Module

Watch the training module to learn how to use the Benchmark ALDs to evaluate the rigor of classroom assessments and instructional materials: <https://testing123.education.mn.gov/test/plan/success/>.

This module will help educators understand how the Benchmark ALDs can be used to facilitate the learning outcomes defined in the Minnesota K–12 Academic Standards in Mathematics and Reading and to evaluate the rigor of classroom assessment and instruction.

Reading-Specific Background

On the MCA, readers are tasked to use skills to comprehend texts characterized by increasing levels of sophistication, nuance and abstraction within and across grades. As such, the measurement of reading comprehension is closely connected to different levels of text complexity with varying degrees of explicit and implicit textual evidence. Explicit textual evidence is stated directly or literally; readers are not required to make inferences and judgments based on nonliteral text in order to arrive at meaning. Implicit textual evidence requires readers to make inferences and judgments based on nonliteral text to arrive at meaning. As text complexity levels and more sophisticated implicit textual evidence increase, comprehension skills become more granular and challenging.

Generally, students who score in the Does Not Meet or Partially Meets achievement categories may successfully comprehend either portions of or entire texts that range from low to moderate levels of complexity. Students who score in the Meets or Exceeds categories can also comprehend portions of or entire texts from a wider range of text complexity, including high levels.

The concepts of text complexity, text-based comprehension questions and students’ ability to correctly answer such questions interact in various ways. For example, it is difficult to ask cognitively challenging questions about a low complexity text. However, if a higher complexity text contains direct or literal language and context (explicit text), some less complicated questions can be asked. Students who score in the Does Not Meet or Partially Meets categories may be able to correctly answer some questions about less complex text and less complicated questions about more

challenging text. Students who score in the Meets or Exceeds categories may be able to correctly answer many questions about text from all text complexity levels.

More information about text complexity is available in [Minnesota K-12 Academic Standards in English Language Arts \(2010\)](#), pages 45 and 46 (grades K–5) and pages 78 and 79 (grades 6–12).

Grade 4 Reading Benchmark Achievement Level Descriptors

Key Ideas and Details: Standards 1, 2, and 3

Standard 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Citing Textual Evidence: Locate textual evidence in explicit text. Relevant Details: Recall details from text. Cause/Effect Relationships: Identify a cause or an effect in explicit text.	Citing Textual Evidence: Use textual evidence from text to make meaning. Use explicit textual evidence to make logical conclusions. Relevant Details: Identify key details related to text.	Citing Textual Evidence: Use implicit textual evidence to justify interpretations of meaning. Use implicit textual evidence to quote accurately and make logical conclusions.	Citing Textual Evidence: Draw logical conclusions from abstract textual evidence. Relevant Details: Identify specific details to support conclusions from text and draw logical conclusions from text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.1.1 (continued) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Inference: Make simple predictions/comparisons based on explicit text. Fact and Opinion: Identify obvious fact and opinion in explicit text. <u>Released Example:</u> 440605	Cause/Effect Relationships: Locate cause and effect. Inference: Use explicit text evidence to make logical conclusions and make simple comparisons based on implicit text. Fact and Opinion: Identify fact and opinion. <u>Released Example:</u> 440604	Relevant Details: Identify relevant details that support conclusions from text. Cause/Effect Relationships: Use text evidence to understand cause/effect relationships. Inference: Make inferences based on implicit text and compare and contrast based on implicit text. Make generalizations and predictions. Use implicit text evidence to quote accurately and make logical conclusions.	Cause/Effect Relationships: Analyze cause/effect relationships. Inference: Generalize and make sophisticated predictions; make complex inferences based on implicit text. Fact and Opinion: Distinguish fact from opinion in a variety of implicit text. <u>Released Example:</u> 440751

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.1.1 (continued) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			Fact and Opinion: Distinguish fact from opinion in explicit text. <u>Released Examples:</u> 440610, 440118, 440121	
Informational Text 4.2.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Citing Textual Evidence: Locate textual evidence in explicit text. Relevant Details: Recall details from text. Cause/Effect Relationships: Identify a cause or an effect in explicit text.	Citing Textual Evidence: Use textual evidence from text to make meaning. Use explicit textual evidence to make logical conclusions. Relevant Details: Identify key details related to text. Cause/Effect Relationships: Locate cause and effect.	Citing Textual Evidence: Use implicit textual evidence to justify interpretations of meaning. Use implicit textual evidence to quote accurately and make logical conclusions.	Citing Textual Evidence: Draw logical conclusions from abstract textual evidence. Relevant Details: Identify specific details to support conclusions from text and draw logical conclusions from text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 4.2.1.1 (continued) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Inference: Make simple predictions/comparisons based on explicit text. Fact and Opinion: Identify obvious fact and opinion in explicit text. <u>Released Example:</u> 440089	Inference: Use explicit text evidence to make logical conclusions and make simple comparisons based on implicit text. Fact and Opinion: Identify fact and opinion. <u>Released Example:</u> 440083	Relevant Details: Identify relevant details that support conclusions from text. Cause/Effect Relationships: Use text evidence to understand cause/effect relationships. Inference: Make inferences based on implicit text and compare and contrast based on implicit text. Make generalizations and predictions based on text. Fact and Opinion: Distinguish fact from opinion in explicit text.	Cause/Effect Relationships: Analyze cause/effect relationships. Inference: Make complex inferences based on implicit text. Fact and Opinion: Distinguish fact from opinion in a variety of implicit text.

Standard 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Literature 4.1.2.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Theme: Identify directly stated theme in explicit text. Central Idea: Locate the central idea of entire text (explicit). Summary: Retell basic events of explicit text.	Theme: Identify theme within explicit text. Central Idea: State the central idea of entire text (explicit). Summary: Retell basic events from explicit and implicit text.	Theme: Identify theme within implicit text. Central Idea: State central idea of entire text (implicit). Summary: Summarize from a section of text or text as a whole.	Theme: Analyze theme within a variety of text. Central Idea: Analyze central idea of entire text across text types. Summary: Summarize from a section of text, text as a whole, and across texts.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.2.2 (continued) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Main Idea: Locate explicit main idea from a section of explicit text or text as a whole. Key Supporting Details: Identify specific details related to text; may also support central idea and theme. <u>Released Examples:</u> 440127, 440123	Main Idea: State a main idea and topic from a section of explicit text or text as a whole. Key Supporting Details: Identify key details related to text; may also support central idea and theme. <u>Released Example:</u> 440753	Main Idea: State main idea and topic from a section of implicit text or text as a whole. Key Supporting Details: Use evidence from text to justify interpretations of meaning; may also support central idea and theme. <u>Released Example:</u> 440606	Main Idea: Analyze the author’s message in relation to main idea from a section of text, text as a whole, and across texts. Key Supporting Details: Identify specific details to support conclusions from text; may also support central idea and theme
Informational Text 4.2.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Central Idea: Locate central idea of entire text (explicit). Summary: Retell basic events of explicit text.	Central Idea: State the central idea of entire text (explicit). Summary: Retell basic events from explicit and implicit text.	Central Idea: State central idea of entire text (implicit). Summary: Summarize from a section of text or text as a whole.	Central Idea: Analyze central idea of entire text across text types. Summary: Summarize from a section of text, text as a whole, and across texts.

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Informational Text 4.2.2.2 (continued) Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Main Idea: Locate explicit main idea from a section of explicit text or text as a whole. Key Supporting Details: Identify specific details related to text; may also support central idea and theme.	Main Idea: State main idea and topic from a section of explicit text or text as a whole. Key Supporting Details: Identify key details related to text; may also support central idea and theme. Released Example: 440088	Main Idea: State main idea and topic from a section of implicit text or text as a whole. Key Supporting Details: Use evidence from text to justify interpretations of meaning; may also support central idea and theme.	Main Idea: Analyze the author’s message in relation to main idea from a section of text, text as a whole, and across texts. Key Supporting Details: Identify specific details to support conclusions from text; may also support central idea and theme.

Standard 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Literature 4.1.3.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Literary Elements: Identify literary elements (e.g., plot, characterization, theme). Literary Terms: Identify literary terms (e.g., protagonist, antagonist). Characterization: Identify basic character traits.	Literary Elements: Identify literary elements (e.g., plot, characterization, theme). Understand literary elements in relationship to one another (e.g., how setting impacts conflict, how sequence of events shapes resolution, how setting and plot create mood).	Literary Elements: Distinguish among literary elements (e.g., plot, characterization, theme). Characterization: Differentiate methods of characterization (e.g., dialogue, appearance, behavior, impact of setting, prediction of future actions, motivations, actions, dialogue/speech).	Literary Elements: Analyze literary elements; analyze point of view. Characterization: Analyze methods of characterization; compare and contrast individuals and ideas based on implicit text.

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Literature 4.1.3.3 (continued) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Motivation: Identify basic character motivations (actions, speech, thoughts). Released Example: 146223</p>	<p>Literary Terms: Identify literary terms (e.g., protagonist, antagonist). Characterization: Identify methods of characterization (e.g., thoughts, actions, dialogue/speech) in explicit text. Motivation: Identify character motivations in implicit text. Released Examples: 440600, 440124</p>	<p>Literary Terms: Define meaning of literary terms (e.g., protagonist, antagonist). Motivation: Differentiate character motivations. Released Example: 440608</p>	<p>Literary Terms: Analyze meaning of literary terms (e.g., protagonist, antagonist). Motivation: Analyze methods of showing character motivation. Released Example: 440603</p>

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Informational Text 4.2.3.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Sequence of Events: Identify basic linear sequences of events. Motivation: Identify basic motivations (actions, speech, thoughts). Cause and Effect Relationships: Locate cause and effect relationships. <u>Released Example:</u> 440091	Sequence of Events: Sequence basic events and steps in a process. Motivation: Identify character motivations in implicit text. Cause and Effect Relationships: Use text evidence to understand cause/effect relationships.	Sequence of Events: Sequence events and/or steps in a process. Motivation: Differentiate methods of character motivation. Cause and Effect Relationships: Use text evidence to understand cause/effect relationships; use text evidence to assess the impact of an individual, event, idea, or concept in a text. <u>Released Example:</u> 440087	Sequence of Events: Sequence events and steps in a process. Motivation: Analyze methods of character motivation. Cause and Effect Relationships: Assess the impact of an individual, event, idea, or concept. Compare and Contrast: Compare and contrast individuals and ideas based on implicit text.

Craft and Structure: Standards 4, 5, and 6

Standard 4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Literature 4.1.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Vocabulary and Meaning: Locate obvious context clues to understand word meanings. Figurative Language: Recognize simple figures of speech. Interpreting Words/Phrases: Identify key words and phrases.	Vocabulary and Meaning: Use context clues to understand word meanings. Identify basic connotations. Figurative Language: Identify obvious literary devices (e.g., simile).	Vocabulary and Meaning: Use reasoning and evidence to understand word meanings, categorize technical terminology. Figurative Language: Identify figures of speech, literary devices.	Vocabulary and Meaning: Analyze purpose of technical terminology in content area texts. Figurative Language: Analyze literary devices.

<p>Benchmark</p>	<p>Does Not Meet the Standards</p> <p>When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards</p> <p>When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards</p> <p>When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards</p> <p>When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Literature 4.1.4.4 (continued)</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>		<p>Interpreting Words/Phrases: Define technical terminology in content area texts.</p> <p>Recognize standard transitional words (e.g., besides, finally, however).</p> <p>Use word structures to construct meaning (affixes and roots).</p> <p>Released Example: 440122</p>	<p>Interpreting Words/Phrases: Connect connotations to meaning.</p> <p>Released Examples: 440612, 440119</p>	<p>Interpreting Words/Phrases: Recognize how connotations impact meaning.</p> <p>Released Example: 440774</p>

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Informational Text 4.2.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<p>Vocabulary and Meaning: Locate obvious context clues to understand word meanings.</p> <p>Figurative Language: Recognize simple figures of speech.</p> <p>Interpreting Words/Phrases: Identify key words and phrases.</p>	<p>Vocabulary and Meaning: Use context clues to understand word meanings.</p> <p>Identify basic connotations.</p> <p>Figurative Language: Identify obvious literary devices (e.g., simile).</p> <p>Interpreting Words/Phrases: Define technical terminology in content area texts.</p> <p>Recognize standard transitional words (e.g., besides, finally, however).</p> <p>Use word structures to construct meaning (affixes and roots).</p> <p>Released Example: 440086</p>	<p>Vocabulary and Meaning: Use reasoning and evidence to understand word meanings, categorize technical terminology.</p> <p>Figurative Language: Identify figures of speech, literary devices.</p> <p>Interpreting Words/Phrases: Connect connotations to meaning.</p>	<p>Vocabulary and Meaning: Analyze purpose of technical terminology in content area texts.</p> <p>Figurative Language: Analyze literary devices.</p> <p>Interpreting Words/Phrases: Recognize how connotations impact meaning.</p>

Standard 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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<p>Literature 4.1.5.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Text Features and Structure: Recognize the features, format of basic texts (including poetic devices), and their impact on meaning. Recognize basic text structures (e.g., chronology) and their impact on meaning.</p>	<p>Comparing Parts to the Whole in Text: Recognize how parts of text relate to the whole.</p>	<p>Comparing Parts to the Whole in Text: Recognize how parts of a text relate to the whole.</p>	<p>Comparing Parts to the Whole in Text: Analyze how parts of a text relate to the whole.</p>

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.5.5 (continued) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Text Features and Structure: Identify features, format, and function of basic texts (including poetic devices) and their impact on meaning. Recognize standard transitional words. Identify basic text structures (e.g., chronology) and their impact on meaning.	Text Features and Structure: Analyze the feature, format, and function of texts (including poetic devices) and their impact on meaning. Identify transitional words and phrases. Analyze text structure, including the devices used to create lines of poetry (e.g., verse, rhythm, meter, rhyme, syllabication, alliteration, assonance, consonance). Released Example: 440116	Text Features and Structure: Evaluate the features, format, and function of complex texts (including poetic devices) and their impact on meaning. Analyze use of transitional devices. Evaluate structures of complex texts and their impact on meaning. Released Example: 440776

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Informational Text 4.2.5.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Text Features and Structure: Recognize the features, format of basic texts and their impact on meaning. Recognize basic text structures (e.g., chronology) and their impact on meaning.	Comparing Parts to the Whole in Text: Recognize how parts of text relate to the whole. Text Features and Structure: Identify features, format, and function (e.g., headings, captions, charts, illustrations) of basic texts. Identify basic text structures (e.g., cause and effect, comparison and contrast) and their impact on meaning.	Comparing Parts to the Whole in Text: Recognize how parts of text relate to the whole. Text Features and Structure: Analyze the feature, format, and function of complete texts (e.g., chronology) and their impact on meaning. Analyze structures (e.g., problem and solution, classification) of complex texts and their impact on meaning.	Comparing Parts to the Whole in Text: Analyze how parts of text relate to the whole. Text Features and Structure: Evaluate the features, format, and function of complex texts and their impact on meaning. Evaluate structures (e.g., problem and solution, classification) of complex texts and their impact on meaning. Released Example: 440082

Standard 6

Assess how point of view or purpose shapes the content and style of a text.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Literature 4.1.6.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<p>Author's Purpose: State author's obvious purpose in explicit text.</p> <p>Author's Perspective: Recognize first- or third-person point of view.</p> <p>Style: Locate style (author's techniques and approach to meaning) as it relates to text type or text purpose.</p>	<p>Author's Purpose: State author's basic purpose in a text.</p> <p>Author's Perspective: Identify first- or third-person point of view.</p> <p>Style: Identify style (author's techniques and approach to meaning) as it relates to text type or text purpose.</p>	<p>Author's Purpose: Interpret author's purpose(s) within and across text(s).</p> <p>Author's Perspective: Analyze the importance of the author's use of first- or third-person point of view to the text.</p> <p>Mood: Identify mood (emotional atmosphere of text).</p> <p>Style: Identify style (author's techniques and approach to meaning) as it relates to text type or text purpose.</p> <p>Released Example: 146231</p>	<p>Author's Purpose: Analyze author's purpose(s) within and across text(s).</p> <p>Author's Perspective: Analyze the importance of the author's use of first- or third-person point of view to the text.</p> <p>Mood: Analyze mood of text (emotional atmosphere of text).</p> <p>Style: Analyze how author's choices impact style.</p>

<p>Benchmark</p>	<p>Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.</p>	<p>Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.</p>	<p>Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.</p>	<p>Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.</p>
<p>Informational Text 4.2.6.6 Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Author’s Purpose: State author’s obvious purpose in explicit text.</p> <p>Author’s Perspective: Recognize author’s point of view.</p> <p>Style: Locate style (author’s technique and approach to meaning) as it relates to text type or text purpose.</p>	<p>Author’s Purpose: State author’s basic purpose for a text.</p> <p>Author’s Perspective: Identify author’s point of view.</p> <p>Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.</p> <p>Released Example: 440085</p>	<p>Author’s Purpose: Interpret author’s purpose(s) within and across text(s).</p> <p>Author’s Perspective: Identify author’s use of perspective (personal point of view) and tone (attitude toward subject of writing).</p> <p>Mood: Identify mood (emotional atmosphere of text).</p> <p>Style: Identify style (author’s techniques and approach to meaning) as it relates to text type or text purpose.</p> <p>Released Example: 440081</p>	<p>Author’s Purpose: Analyze author’s purpose(s) within and across text(s).</p> <p>Author’s Perspective: Analyze how author’s message is shaped by perspective and tone.</p> <p>Mood: Analyze mood of text (emotional atmosphere of text).</p> <p>Style: Analyze how author’s choices impact style.</p>

Integration of Knowledge and Ideas: Standard 8

Standard 8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Benchmark	Does Not Meet the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills inconsistently and with minimal accuracy.	Partially Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with limited consistency and accuracy.	Meets the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with consistency and accuracy.	Exceeds the Standards When interacting with literature and informational text, students at this achievement level generally demonstrate the following skills with a high degree of consistency and accuracy.
Informational Text 4.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text.	Reasoning and Evidence: Identify obvious evidence in text (e.g., logical connections between sentences and paragraphs). Argumentation: Identify obvious argumentation within explicit text.	Reasoning and Evidence: identify credible evidence (e.g., logical explanation). Argumentation: Locate obvious argumentation within text.	Reasoning and Evidence: Analyze author’s credibility based on sources used and recognize validity of reasoning. Argumentation: Identify methods of argumentation, obvious fallacies of logic. Relevance/Sufficiency of Evidence: Recognize relevance and sufficiency of evidence.	Reasoning and Evidence: Analyze validity of reasoning. Argumentation: Apply basic concepts of argumentation (background, discussion, and proof of claim), identify basic fallacies of logic. Relevance/Sufficiency of Evidence: Analyze relevancy and sufficiency of evidence.